

Appendix H

2009 Annual Update BTE Master Plan

HCPS Goals & Strategies

- **Board of Education of HCPS: Goal 1** **Pages 1-1 through 1-25**
- **Board of Education of HCPS: Goal 2** **Pages 2-1 through 2-40**
- **Board of Education of HCPS: Goal 3** **Pages 3-1 through 3-31**
- **Board of Education of HCPS: Goal 4** **Pages 4-1 through 4-19**

**Harford County Public Schools
Bridge to Excellence Master Plan**

Board of Education of Harford County Master Plan Goal 1:

“Ensure a safe, positive learning environment for students and staff in our schools.”

The Board of Education of Harford County recognizes that the quality and adequacy of the facilities housing the school system’s staff and students contribute in significant ways to the life – safety aspects of educating youth, and to the effective delivery of all instructional programs. Well-maintained facilities structured in ways to promote the integration of modern programs require carefully planned and executed designs, capacities, and procedures. Research suggests that modern well-maintained buildings and supporting services contribute to how well instruction is presented and how much students learn.

Current practices which are ongoing in the area of learning environment and which support this goal include implementation and administration of such local strategic documents as the **Safe Schools Action Plan**, the Safety and Security Action Plan, the Comprehensive Maintenance Plan, and the Capital Improvements Program Priorities for Fiscal Year 2004 through Fiscal Year 2012. These local plans, updated annually, provide systemwide and comprehensive views of new and ongoing needs relative to these major areas of school system operations. These plans are available for review through the Harford County Public School System’s Office of Communications.

Board Goal 1 is aligned with significant portions of the Bridge to Excellence legislation. The outcome goals and operational objectives and the related strategies for HCPS Board Goal 1 are updated annually. This document contains the updates to be included in the 2009 annual update of the BTE Master Plan.

The following HCPS BOE 2009 Strategic Plan goals have significant alignment to the original HCPS Master Plan Goal 1:

- BOE 2009 Strategic Plan Goal 1: Every child feels comfortable going to school.
- BOE 2009 Strategic Plan Goal 2: Every child achieves personal and academic growth.
- BOE 2009 Strategic Plan Goal 3: Every child benefits from accountable adults.
- BOE 2009 Strategic Plan Goal 4: Every child connects with great employees.

The following Elementary and Secondary Education Act goal is included within Goal 1 of the Harford County Public School System:

- ESEA Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

HCPS Master Plan Goal 1: Ensure a safe, positive learning environment for students and staff in our schools.

Outcome Goals

1. Ensure a positive school climate.
2. Establish safe and secure school buildings.
3. Modernize and renovate school facilities/physical plants.

Operational Objectives

1. Ensure a positive school climate.
 - a. Ensure a positive school climate that will foster an environment wherein teachers can teach and students can learn.
 - b. Provide ongoing support activities and programs for students to supplement the curriculum, and encourage students to become actively involved in school/community projects to combat drug abuse.
 - c. Eliminate harassment and discrimination in the school environment.
 - d. Respect and appreciate diversity in the Harford County Public School System's work and school environment.
 - e. Provide all students with services and programs to support their physical, personal, social, and emotional development.
2. Establish safe and secure school buildings.
 - a. Establish clear expectations for safe and secure school buildings to maximize student learning.
 - b. Ensure that employees are trained and programs are developed so that all aspects of food safety are implemented.
 - c. Reduce risk exposures and losses.
3. Modernize and renovate school facilities/physical plants.
 - a. Develop a Capital Improvements Program to balance enrollments with capacities in overcrowded schools.
 - b. Develop a Capital Improvements Program to modernize and renovate school facilities to ensure a state-of-the-art learning environment for all students.
 - c. Promote awareness of occupant contributions to Indoor Air Quality.

ESEA Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

ESEA Performance Indicator:

- The number of persistently dangerous schools as defined by the state.

Operational Objective 1.1a:

Ensure a positive school climate that will foster an environment wherein teachers can teach and students can learn.

Indicators for Operational Objective 1.1a	
<ul style="list-style-type: none"> • A majority of school climate survey respondents report that they work in a positive environment • 100% of schools will promote appropriate character education programs 	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.1a.1	Utilize data to improve school culture	Utilize data from the Student Motivation Survey and TELL survey to assist in school improvement planning (Throughout 2009-10 School Year)	School improvement plans will indicate strategies
1.1a.2	Utilize the results of a PLC survey instrument to inform system and school improvement initiatives	Develop and utilize PLC survey instrument to assess and refine PLC activity in schools (Throughout 2009-10 School Year)	CILT visitations to schools
1.1a.3	Ensure that school rules, discipline policies, and the consequences for violators have been shared with all students	Implement school procedures to explain and provide copies of school rules and discipline policies to new and returning students (Throughout 2009-10 School Year)	School documentation
		Maintain student rosters of those receiving policy/rule information (Throughout 2009-10 School Year)	
1.1a.4	Support school Character Education goals	Collaborate with MSDE to support individual school programs including but not limited to PBIS (Throughout 2009-10 School Year)	Character Education programs in place and supported

Operational Objective 1.1b:

Provide ongoing support activities and programs for students to supplement the curriculum and encourage students to be actively involved in school/community projects to combat drug abuse.

Indicators for Operational Objective 1.1b	
<ul style="list-style-type: none"> • There will be an increase in the number of students involved in support activities and programs • There will be a reduction in the number of students self-reporting drug use on the Maryland Adolescent Survey • There will be a reduction in the number of drug-related suspensions • All 18 secondary schools will participate fully in the Maryland Student Assistance Team Model 	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.1b.1	Continue to support successful youth activities that focus on substance-abuse prevention, such as SADD, STAR and the Youth Summit	Support SADD and STAR programs (Fall 2009)	Number of students participating in drug prevention efforts in the secondary schools
		Provide a Youth Summit for high school and middle school students (Fall 2009)	
1.1b.2	Continue to use the Maryland Student Assistance Team Model	Continue to provide training for new MSAP team members (Fall 2009)	Number of trained members
		Provide opportunities for team members to attend state conference (Winter 2010)	Number of referred students and interventions held
1.1b.3	Continue to provide employees, students, and parents with activities, training, and information that foster safe and drug-free schools	Provide drug prevention professional development to all new teachers responsible for drug education (Fall 2009)	Documentation of the number of teachers trained
		Provide curriculum materials for teachers responsible for drug prevention education (Fall 2009)	Documentation of materials ordered; Documentation of the number of schools offering transition programs

Operational Objective 1.1b:

Provide ongoing support activities and programs for students to supplement the curriculum and encourage students to be actively involved in school/community projects to combat drug abuse.

Indicators for Operational Objective 1.1b

- There will be an increase in the number of students involved in support activities and programs
- There will be a reduction in the number of students self-reporting drug use on the Maryland Adolescent Survey
- There will be a reduction in the number of drug-related suspensions
- All 18 secondary schools will participate fully in the Maryland Student Assistance Team Model

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.1b.3 Cont.	Continue to provide employees, students, and parents with activities, training, and information that foster safe and drug-free schools	Disseminate information about drugs and violence prevention to students, faculty, and parents (Throughout 2009-10 School Year)	Documentation of the number of materials disseminated

Operational Objective 1.1c:
Eliminate harassment and discrimination in the school environment.

Indicators for Operational Objective 1.1c
<ul style="list-style-type: none"> There will be an annual decrease in the number of suspensions for harassment until it reaches zero in 2014

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.1c.1	Continue to provide information and enforce policies regarding harassment and discrimination in the schools	Implement the bullying, harassment and intimidation policy (Throughout 2009-10 School Year)	HCPS policy is implemented
		Share school and department discrimination and harassment policies with HCPS students and personnel; Distribute brochure to all schools (Fall 2009)	Results of harassment bully surveys; Documentation of policy awareness; Suspension rates for harassment

Operational Objective 1.1d:

Respect and appreciate diversity in the Harford County Public School System’s work and school environments.

Indicators for Operational Objective 1.1d
<ul style="list-style-type: none"> • All new employees will receive cultural proficiency training within the first two years of employment • All character education programs will include activities and content which promote an inclusive positive climate • The percentage of minority students participating in fine arts classes and organizations will be commensurate with the minority percentage in the total school student population

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.1d.1	Provide employees and students with activities, training, and information which foster cultural proficiency and promote an inclusive, positive school and workplace climate	Provide all new support staff with cultural proficiency training (Throughout 2009-10 School Year)	Attendance is documented at each session and participant evaluations are completed
		Present an annual Harford Equity Leadership Program (H.E.L.P.) for students representing secondary schools consisting of a variety of workshops and activities addressing harassment/bullying, disabilities, gang awareness, language, and goal setting. Students are responsible for developing an action plan to address identified areas of concern in their schools (Fall 2009)	Action plans are submitted for review and assistance offered if requested
		Identify an Education That Is Multicultural contact person for each school (Throughout 2009-10 School Year)	Contact persons identified
		Inform schools of the ETM protocols as a tool in assessing progress in meeting ETM bylaw requirements (Throughout 2009-10 School Year)	ETM protocols distributed by the Office of Equity and Cultural Proficiency to all schools and at the “Rookie Rally”

Operational Objective 1.1d:

Respect and appreciate diversity in the Harford County Public School System’s work and school environments.

Indicators for Operational Objective 1.1d	
<ul style="list-style-type: none"> • All new employees will receive cultural proficiency training within the first two years of employment • All character education programs will include activities and content which promote an inclusive positive climate • The percentage of minority students participating in fine arts classes and organizations will be commensurate with the minority percentage in the total school student population 	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.1d.1 Cont.	Provide employees and students with activities, training, and information which foster cultural proficiency and promote an inclusive, positive school and workplace climate	Establish cultural proficiency as the overriding goal of the required ETM course for new professional employees (Throughout 2009-10 School Year)	Attendance documented at each session and participant journals and evaluations are completed
1.1d.2	Monitor participation in all music classes and organizations and implement recruitment strategies where needed	Analyze enrollment data in music classes to make staffing adjustments (Fall 2009)	Enrollment data analysis
		Implement recruitment activities based on enrollment data (Throughout 2009-10 School Year)	Recruitment activities documented
		Implement Band Together Program for disadvantaged and special needs students (Throughout 2009-10 School Year)	Student participation data

Operational Objective 1.1e:

Provide all students with services and programs to support their physical, personal, social, and emotional development.

Indicators for Operational Objective 1.1e
<ul style="list-style-type: none"> • All students will have access to comprehensive student services • Reduce chronic absenteeism, student suspension, and length of time on home and hospital teaching among identified students

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.1e.1	Provide a comprehensive continuum of health services for the prevention, identification, timely assessment, and management of health problems in the school setting	Maintain appropriate staffing ratio of school nurses and team nurses to students (Fall 2009)	Ratio of the number of nurses to students verified and documented based on the National Association of School Nursing Standards
			Documentation of chronic illnesses requiring nursing intervention
			Documentation of number of students returned to class in a timely, effective manner
			Documentation of number of health room visits
		Assess and treat health problems of students in the school setting by school nurses (Throughout 2009-10 School Year)	Data from: <ul style="list-style-type: none"> • Annual screenings and immunization surveys • Health room logs • Monthly and annual reports • Annual surveys
		Maintain Automated Electrical Defibrillator (AED) program at each high school (Throughout 2009-10 School Year)	Monitor AED use and equipment maintenance through nurses' monthly reports; Weekly AED Safety Inspection Record documented by school nurses

Operational Objective 1.1e:

Provide all students with services and programs to support their physical, personal, social, and emotional development.

Indicators for Operational Objective 1.1e	
<ul style="list-style-type: none"> • All students will have access to comprehensive student services • Reduce chronic absenteeism, student suspension, and length of time on home and hospital teaching among identified students 	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.1e.1 Cont.	Provide a comprehensive continuum of health services for the prevention, identification, timely assessment, and management of health problems in the school setting	Per BOE approval, incorporate AED program into middle and elementary schools (Throughout 2009-10 School Year)	Monitor AED use and equipment maintenance through nurses' monthly reports; Weekly AED Safety Inspection Record documented by school nurses
		Conduct CPR and AED training to identified staff (Throughout 2009-10 School Year)	Participation of all identified staff
1.1e.1a	Work with local health department officials in preparation for a possible pandemic flu outbreak	Replicate FLU MIST Program in as many elementary schools as possible dependent on funding (Fall 2009)	Participant consent forms and documentation of participation
		Analyze staff absentee data from 2008-09 to determine the effectiveness of the flu vaccine program (Throughout 2009-10 School Year)	Report shared
		Offer voluntary flu vaccines for HCPS staff, dependent on funding (Fall 2009)	Documentation of participation
		Monitor flu-related absences in all schools (Throughout 2009-10 School Year)	Attendance surveillance of all schools completed
		Evaluate and revise pandemic flu plan (Throughout 2009-10 School Year)	Pandemic flu plan revised

Operational Objective 1.1e:

Provide all students with services and programs to support their physical, personal, social, and emotional development.

Indicators for Operational Objective 1.1e	
<ul style="list-style-type: none"> • All students will have access to comprehensive student services • Reduce chronic absenteeism, student suspension, and length of time on home and hospital teaching among identified students 	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.1e.2	Provide developmental school counseling programs that promote positive academic and career development and support the social and emotional growth of all students	Continue to implement professional school counseling programs and seek funding to enhance student/counselor ratios to professional standards (Throughout 2009-10 School Year)	School counseling annual ratios data; annual goals and monthly reports
		Provide professional development to school counselors on clinical practice, new programs and policies (Throughout 2009-10 School Year)	Professional development activities provided
		Utilize Peer Helper/Student2Student and Peer Mediation Programs to support positive school climate (Throughout 2009-10 School Year)	School reports of student and sponsor training and school-based programs in all secondary schools
		Provide trained crisis intervention and trauma response to all schools as needed (Throughout 2009-10 School Year)	Documentation of staff trained and number of crisis response incidents
		Provide orientation to new school counselors (Summer/Fall 2009)	Orientation activities completed
1.1e.3	Provide a comprehensive, year-round continuum of psychological services that are timely, relevant and outcome driven	Continue to identify the barriers that prevent students from being successful in school (Throughout 2009-10 School Year)	Documentation of the number of students served by pre-referral interventions

Operational Objective 1.1e:

Provide all students with services and programs to support their physical, personal, social, and emotional development.

Indicators for Operational Objective 1.1e
<ul style="list-style-type: none"> • All students will have access to comprehensive student services • Reduce chronic absenteeism, student suspension, and length of time on home and hospital teaching among identified students

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.1e.3 Cont.	Provide a comprehensive, year-round continuum of psychological services that are timely, relevant and outcome driven	Continue to develop and implement programs and interventions which address the identified barriers (Throughout 2009-10 School Year)	Documentation of the number of students served by Student Services Teams, 504 Teams, and IEP Teams; 2008-09 SST evaluation data
		Establish and maintain professional standards of appropriate psychologist to student ratios (Throughout 2009-10 School Year)	Case Progress Logs/Monthly Activities Reports; Psychologist to student ratios published
		Seek funding to enhance student/psychologist ratios to professional standards (Throughout 2009-10 School Year)	Funding procured; ratios aligned with National Association of School Psychologists standards
		Increase the number of 11-month psychologists (Throughout 2009-10 School Year)	Documentation of the number of students served by summer services; Number of special projects developed/written
		Provide professional development to psychologists on new practices (Throughout 2009-10 School Year)	Professional development activities completed
		Provide orientation/mentoring to new psychologists (Throughout 2009-10 School Year)	Orientation activities completed

Operational Objective 1.1e:

Provide all students with services and programs to support their physical, personal, social, and emotional development.

Indicators for Operational Objective 1.1e
<ul style="list-style-type: none"> • All students will have access to comprehensive student services • Reduce chronic absenteeism, student suspension, and length of time on home and hospital teaching among identified students

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.1e.4	Provide comprehensive pupil personnel services to intervene and support at-risk students and their families	Continue to identify students who are at-risk and the barriers that prevent students from being successful in school (Throughout 2009-10 School Year)	Documentation of the number of students served by Student Services Team
		Continue to develop and deliver programs and interventions which address those barriers (Throughout 2009-10 School Year)	Documentation of the number of students and families served by pupil personnel worker interventions; Documentation of the number and percentage of students achieving improved outcomes (i.e. school attendance/performance, family functioning) as a function of services rendered; 2008-09 SST evaluation data
		Coordinate the delivery of services to students and families through an intra/inter agency approach (Throughout 2009-10 School Year)	Documentation of the number of students and families referred to community agencies
		Establish and maintain professional standards of appropriate pupil personnel worker/student ratios (Throughout 2009-10 School Year)	Case progress logs/Monthly Activities Reports

Operational Objective 1.1e:

Provide all students with services and programs to support their physical, personal, social, and emotional development.

Indicators for Operational Objective 1.1e	
<ul style="list-style-type: none"> • All students will have access to comprehensive student services • Reduce chronic absenteeism, student suspension, and length of time on home and hospital teaching among identified students 	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.1e.4 Cont.	Provide comprehensive pupil personnel services to intervene and support at-risk students and their families	Seek funding to enhance student/PPW ratios to professional standards (Throughout 2009-10 School Year)	Funding procured; ratios in accordance with Maryland Association of Pupil Personnel standards
		Monitor length of time students are placed and remain on home/hospital teaching (Throughout 2009-10 School Year)	Monthly home/hospital teaching reports
		Provide professional development to pupil personnel workers on relevant topics (Throughout 2009-10 School Year)	Professional development activities completed
		Provide professional development to home and hospital teachers biannually	Professional development completed
1.1e.5	Share all school rules and policies with students during the beginning activities of each school year	Deleted; incorporated into Strategy 1.1a.3	
1.1e.6	Identify and implement alternatives to suspensions based on appropriate data	Implement voluntary placement of students from home schools who are eligible to attend the Alternative Education Program (Summer 2009)	Student attendance in AEP; student academic performance in AEP

Operational Objective 1.1e:

Provide all students with services and programs to support their physical, personal, social, and emotional development.

Indicators for Operational Objective 1.1e	
<ul style="list-style-type: none"> • All students will have access to comprehensive student services • Reduce chronic absenteeism, student suspension, and length of time on home and hospital teaching among identified students 	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.1e.6 Cont.	Identify and implement alternatives to suspensions based on appropriate data	Maintain programs such as Why Try, Above and Beyond, mentoring, and utilization of Student Services Team prior to suspension (Throughout 2009-10 School Year)	Program evaluation; Review suspension data annually
		Maintain school-based mental health services at identified schools (Throughout 2009-10 School Year)	Documentation of number of referrals for school-based services; Documentation of attendance/discipline referrals, pre/post clinical symptoms assessment
		Continue to monitor PBIS programs in identified schools (Throughout 2009-10 School Year)	Documentation of number of referrals/suspensions; Networking of PBIS teams
		Seek funding to sustain the PBIS program (Fall 2009)	Funding secured
		Maintain transition services for students returning to home schools from AEP (Throughout 2009-10 School Year)	Progress/recidivism rate data of students returning from AEP; Student survey data
		Conduct risk assessment of identified students (Throughout 2009-10 School Year)	Documentation of intervention plans by SST

Operational Objective 1.1e:

Provide all students with services and programs to support their physical, personal, social, and emotional development.

Indicators for Operational Objective 1.1e
<ul style="list-style-type: none"> • All students will have access to comprehensive student services • Reduce chronic absenteeism, student suspension, and length of time on home and hospital teaching among identified students

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.1e.6 Cont.	Identify and implement alternatives to suspensions based on appropriate data	Assure that schools document intervention attempts at the time of referral for long-term suspensions (Throughout 2009-10 School Year)	Administrative Report to the Superintendent's designee
		Provide professional development for new/returning building administrators on student discipline policies, current trend practices (Throughout 2009-10 School Year)	Participant evaluation
		Provide Special Ed Compliance Academies for new and existing administrators during the summer of 2009 (Throughout the 2009-10 School Year)	Participation records
1.1e.6a	Address the disproportionate rate of students with disabilities (SWD) receiving multiple suspensions totaling more than ten days	Continue to refine policies and procedures for suspension of SWD (Throughout 2009-10 School Year)	Procedural guidelines established
		Provide professional development for IEP chairpersons and building administrators on procedural guidelines for suspension of SWD (Throughout 2009-10 School Year)	Participant attendance sign-in sheets and evaluations; portfolio reviews

Operational Objective 1.1e:

Provide all students with services and programs to support their physical, personal, social, and emotional development.

Indicators for Operational Objective 1.1e	
<ul style="list-style-type: none"> • All students will have access to comprehensive student services • Reduce chronic absenteeism, student suspension, and length of time on home and hospital teaching among identified students 	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.1e.6a Cont.	Address the disproportionate rate of students with disabilities (SWD) receiving multiple suspensions totaling more than ten days	Collect and analyze suspension data related to suspensions of SWD (Throughout 2009-10 School Year)	Suspension reports
		Implement problem-solving strategies based on trend data to reduce disproportionate suspensions of SWD (Throughout 2009-10 School Year)	Site-based action plans
1.1e.7	Continue to refer students with academic, behavioral, attendance, and medical/mental health problems to SST	Continue to refer students with academic, behavioral, attendance, and medical/mental health problems to SST (Throughout 2009-10 School Year)	Documentation of the number of students referred Student Services Teams
		Implement select interventions, monitor effectiveness, and review/revise intervention plan as appropriate (Throughout 2009-10 School Year)	Documentation of improved student outcomes (i.e. attendance, office/referral/suspension data, test scores/grades) as a function of interventions developed and implemented; Documentation of reduced time spent on Home and Hospital teaching, as measured by the Home and Hospital Monthly Report

Operational Objective 1.1e:

Provide all students with services and programs to support their physical, personal, social, and emotional development.

Indicators for Operational Objective 1.1e	
<ul style="list-style-type: none"> • All students will have access to comprehensive student services • Reduce chronic absenteeism, student suspension, and length of time on home and hospital teaching among identified students 	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.1e.7 Cont.	Continue to refer students with academic, behavioral, attendance, and medical/mental health problems to SST	Conduct follow-up/closure for each intervention plan developed at the SST (Throughout 2009-10 School Year)	Review of available intervention plans and progress monitoring data
		Analyze the effectiveness of the SST process and provide staff development as needed (Summer 2009)	2008-09 SST evaluation data analysis completed
1.1e.8	Continue to provide professional development to update school nurses on current health issues	Build professional development agendas based on survey results and current health issues (Throughout 2009-10 School Year)	Agendas written
		Secure resources for professional development (Throughout 2009-10 School Year)	Location and resource personnel secured
		Monitor attendance (Throughout 2009-10 School Year)	Attendance monitored
		Provide evaluation forms for participants (Throughout 2009-10 School Year)	Evaluations collected

Operational Objective 1.2a:

Establish clear expectations for safe and secure school buildings to maximize student learning.

Indicator for Operational Objective 1.2a
<ul style="list-style-type: none"> All new school personnel will be trained annually in drug recognition and weapons awareness

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.2a.1	Provide updated Impairment Assessment training to all new secondary school nurses to recognize students suspected of being under the influence of illegal drugs or alcohol	Secure training personnel and organize logistics of the event (Throughout 2009-10 School Year)	Documentation of the number of students assessed; Documentation of the number of nurses trained
1.2a.2	Provide weapons awareness training to school personnel in the recognition of typical weapons brought to schools	Rotate a weapons awareness display board through all secondary HCPS schools for student and employee reference (Throughout 2009-10 School Year)	Display board schedule

Operational Objective 1.2b:

Ensure that employees are trained and programs are developed so that all aspects of food safety are implemented.

Indicator for Operational Objective 1.2b	
<ul style="list-style-type: none"> All Food and Nutrition employees will receive food safety training, and all new Food and Nutrition employees will receive food safety training annually 	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.2b.1	Continue to provide training for all new employees and refresh training for current employees	Provide three-hour sanitation class as a required prerequisite to part time Food and Nutrition Employment (Throughout 2009-10 School Year)	Documentation of individuals taking class; Audit of employee records to insure 100% compliance with training requirement
1.2b.2	Continue to provide training for all Food and Nutrition Unit Leaders (Managers, Cooks, Leads) to achieve and maintain ServSafe Certification	Offer the two-day ServSafe Course and Certification Renewal Course (June 2010)	Documentation of individuals taking class; Audit of unit leaders to insure compliance with training requirement within one year of hire
1.2b.3	Continue to track the number of special diet requests	Execute special diet requests through staff dietician (Throughout 2009-10 School Year)	Documentation of special diet plans in place; Audit of schools to ensure 100% compliance with special diet request plan

Operational Objective 1.2c:
Reduce risk exposures and losses.

Indicator for Operational Objective 1.2c	
<ul style="list-style-type: none"> All school facilities will contain intrusion alarms, modernized fire alarms, and other appropriate security hardware by 2019 	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.2c.1	Occupy new administrative facility	Deleted; completed in 2006	
1.2c.2	Provide safety materials as appropriate to reduce risk exposures	Continue to provide non-slip shoe covers for custodians for waxing and mopping floors (Summer 2009) Continue to utilize ice grip shoe covers for custodians (Winter 2010) Continue to provide and utilize lifting equipment for custodians when moving desks, file cabinets and furniture (Summer 2009)	Monitor claims to determine if safety equipment is effective in reducing frequency and severity of injuries
1.2c.3	Develop strategies, timelines, and costs to reduce risks and incidences of security breaches in our facilities as outlined in the Capital Improvements Program priorities	Continue installation of security camera systems in secondary schools (Throughout 2009-10 School Year)	Camera systems installed and monitored
		Continue to conduct an annual review of safety and security assessments for all schools, offices, and support facilities (Fall 2009/Spring 2010)	Assessment data; reviews completed
		Review and analyze data regarding specific incidences of security breaches and report findings (Spring 2010)	Report published
		Identify security/safety risks and develop reduction strategies (Throughout 2009-10 School Year)	Risks identified and strategies developed; ongoing review process

Operational Objective 1.2c:
Reduce risk exposures and losses.

Indicator for Operational Objective 1.2c
<ul style="list-style-type: none"> All school facilities will contain intrusion alarms, modernized fire alarms, and other appropriate security hardware by 2019

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.2c.3 Cont.	Develop strategies, timelines, and costs to reduce risks and incidences of security breaches in our facilities as outlined in the Capital Improvements Program priorities	Develop strategies to nurture positive attitudes regarding safety and security (Throughout 2009-10 School Year)	Strategies are developed and implemented
		Continue to provide student, staff, and parent training designed to maximize school building safety and security (Throughout 2009-10 School Year)	Training completed; web updates posted
1.2c.4	Enhance safety training program in order to reduce losses and create safe school environment	Utilize an on-line safety training tool called <i>Safe Schools</i> (Throughout 2009-10 School Year)	Training course completed for identified individuals; School sharing of identified topics

Operational Objective 1.3a:

Develop a Capital Improvements Program (C.I.P.) to balance enrollments with capacities in overcrowded schools.

Indicator for Operational Objective 1.3a	
<ul style="list-style-type: none"> • By 2012, enrollment will be balanced with capacity in all secondary schools. • By 2010-13, enrollment will be balanced with capacity in all elementary schools. 	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.3a.1	Seek state and local funding for the FY 2011 Capital Improvements Program that includes projects to increase the capacity of facilities to relieve overcrowding, system deficiencies as well as to address curriculum and instruction program requirements	Occupy the new Bel Air High School and complete the construction of site work and playfields (Throughout 09-10 School Year)	The new school is fully operational.
		Continue construction of Edgewood High School (Throughout 09-10 School Year)	Construction moving forward for occupancy during the 2010-11 school year
		Begin construction of the Red Pump Elementary School in October 2009; continue the planning of the Campus Hills Elementary School (Throughout 09-10 School Year)	Planned occupancy for Red Pump is August 2011; planned occupancy for Campus Hills is August 2013
1.3a.2	Develop the new attendance areas for the Red Pump and Campus Hills elementary schools as well as a comprehensive review of all elementary attendance areas to balance enrollment with capacity	Develop the attendance area for the Red Pump Elementary School and the Campus Hills Elementary School (Throughout 09-10 School Year)	By 2013 no elementary school's enrollment will exceed its capacity by more than 115%
		Complete a comprehensive review of all remaining elementary schools (Throughout 09-10 School Year)	

Operational Objective 1.3b:

Develop a Capital Improvements Program to modernize and renovate school facilities to ensure a state-of-the-art learning environment for all students.

Indicator for Operational Objective 1.3b
<ul style="list-style-type: none"> All schools identified in the long-range Capital Improvements Program priorities receive funding for modernizations and renovations

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.3b.1	Seek state and local funding for the FY 2010 and FY 2011 Capital Improvements Program that includes projects to modernize and renovate facilities	Continue construction of Deerfield Elementary School (Throughout 09-10 School Year)	Construction moving forward for occupancy during the 2010-11 school year
		Implement the Harford County Government fully-funded FY 2010 CIP (Throughout 09-10 School Year)	Completion of approved projects

Operational Objective 1.3c:
 Promote awareness of occupant contributions to Indoor Air Quality.

Indicator for Operational Objective 1.3c
<ul style="list-style-type: none"> All schools will continue to implement the Tools for Schools program

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.3c.1	Continue use of the EPA's Tools for Schools Program	Continue program implementation contingent upon funding (Throughout 09-10 School Year)	Documentation of schools that have implemented program

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**Harford County Public Schools
Bridge to Excellence Master Plan**

Board of Education of Harford County Master Plan Goal 2:

“Accelerate student learning and eliminate the achievement gaps.”

The Board of Education of Harford County recognizes that, while establishment of student achievement standards at the national or state level for local public school systems might be viewed as establishing ceilings for student performance, the Harford County Public School System has long been vested in programs to move all students to high levels. The Board of Education of Harford County supports not only raising the achievement of all students to federal and state standards and beyond but, also, maximizing the opportunity for all students, including those who are challenged or disadvantaged in any regard.

Current practices that are ongoing pertaining to student achievement which support the original Board Goal 2 include the local School Improvement Planning processes, the design of local curriculum and assessment in alignment with state and national content and performance standards, and the development and implementation of such strategic plans as the Education That Is Multicultural five-year plan, the Instructional Technology long-range plan, and the Safety and Security plan. Additional ongoing initiatives include Character Education and Student Service Learning curriculum-embedded strategies, implementation of the Gifted Education guidelines, and strategies to address Class Size, Prekindergarten, Full Day Kindergarten, student performance on the PSAT/SAT, and Middle School Intervention.

Board Goal 2 is aligned with significant portions of the Bridge to Excellence legislation and the Visionary Panel for Better Schools report. The strategies linked to the outcome goals and operational objectives for HCPS Board Goal 2 are updated annually. This document contains these updates.

The following HCPS 2009 BOE Strategic Plan goals have some alignment to the original HCPS Master Plan Goal 2 outcome goals and operational objectives.

- BOE 2009 Strategic Plan Goal 2: Every child achieves personal and academic growth.
- BOE 2009 Strategic Plan Goal 3: Every child benefits from accountable adults.
- BOE 2009 Strategic Plan Goal 4: Every child connects with great employees.

The following Elementary and Secondary Education Act goals are included within Goal 2 of the Harford County Public School system:

- ESEA Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- ESEA Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- ESEA Goal 5: All students will graduate from high school.

HCPS Master Plan Goal #2: Accelerate student learning and eliminate the achievement gaps.

Outcome Goals

1. Eliminate the achievement gaps.
2. Ensure academic rigor and challenging course work for all students.
3. Increase parent and community involvement to support student achievement.

Operational Objectives

1. Eliminate the achievement gaps.
 - a. The Harford County Public School system and each school and each subgroup therein will make adequate yearly progress toward meeting federal standards.
 - b. Design and implement programs and initiate strategies to support the elimination of the achievement gap for students who are economically disadvantaged, with disabilities, from major racial and ethnic groups, and with LEP.
2. Ensure academic rigor and challenging course work for all students.
 - a. Align curriculum, instruction, and assessment with Maryland Content Standards and the Voluntary State Curriculum, to ensure academic rigor for all students.
 - b. Design and implement program evaluation models and procedures to assess instructional and program strengths and to determine guidelines for revising, refining, or removing programs.
 - c. Align the existing organizational structure to more effectively and efficiently deliver services to schools to support student achievement.
 - d. Develop the technical competencies of all secondary students.
 - e. Provide challenging course work, comprehensive completer programs, and rigorous academic requirements for all secondary students.
 - f. Enhance the post-high school preparation of all secondary students.
3. Increase parent and community involvement to support student achievement.
 - a. Introduce School Improvement Teams to the integrated management process, Classroom Learning System (CLS), for continuously improving student achievement.

ESEA Performance Goal 1: By 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

ESEA Goal 1 Performance Indicators:

- The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the state's assessment.
- The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in mathematics on the state's assessment.
- The percentage of Title I schools that make adequate yearly progress.

ESEA Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

ESEA Goal 2 Performance Indicators:

- The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
- The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the state's assessment, as reported for performance indicator 1.1.
- The percentage of limited English proficient students who are at or above the proficient level in mathematics on the state's assessment, as reported for performance indicator 1.1.

ESEA Performance Goal 5: All students will graduate from high school.

ESEA Goal 5 Performance Indicators:

- The percentage of students who graduate from high school each year with a regular diploma,
 - a. disaggregated by race ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
 - b. calculated in the same manner used in National Center for Education Statistics reports on Common Core of Data.
- The percentage of students who drop out of school,
 - a. disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
 - b. calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

Operational Objective 2.1a:

The Harford County Public School system and each school and each subgroup therein will make adequate yearly progress toward meeting federal standards.

Indicators for Operational Objective 2.1a:	
<ul style="list-style-type: none"> • AYP will be met for students, in the aggregate and for each subgroup in reading/language arts on the state’s assessment • AYP will be met for students, in the aggregate and for each subgroup in mathematics on the state’s assessment • All Title I schools will make adequate yearly progress • AYP will be met for limited English proficient students as measured by MSA reading and mathematics 	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
2.1a.1	Provide all educational personnel with professional development regarding NCLB and AYP	Update ILT’s with regard to NCLB and AYP (Throughout 2009-10 School Year)	Review of school improvement plans for alignment with NCLB and AYP
2.1a.2	Continue training to enhance effectiveness of ILT’s	Provide professional development to all members of the ILT’s as per the quarterly professional development cycle and the Central Instructional Leadership Team Work Plan (Throughout 2009-10 School Year)	Professional development agendas; Participant evaluations
2.1a.3	Identify and implement intervention and remediation programs for students based on appropriate data [NOTE: For descriptions of intervention programs, see Appendix G]	Maintain partnerships between and among the offices of Special Education; English, Reading and Related Language Arts; Title I; Intervention; and School Improvement to reduce the number of identified students not meeting the proficiency standard in reading (Throughout 2009-10 School Year)	Documentation of partnership meetings
		Continue implementation of <i>Fast Track</i> , a reading intervention program for identified students in grades 6-8, at designated schools (Throughout 2009-10 School Year)	Documentation of student participation; Student performance data
		Continue the <i>Corrective Reading</i> intervention program at middle and high schools for 6-10 th grade students who are significantly delayed in reading (Throughout 2009-10 School Year)	

Operational Objective 2.1a:

The Harford County Public School system and each school and each subgroup therein will make adequate yearly progress toward meeting federal standards.

Indicators for Operational Objective 2.1a:
<ul style="list-style-type: none"> • AYP will be met for students, in the aggregate and for each subgroup in reading/language arts on the state’s assessment • AYP will be met for students, in the aggregate and for each subgroup in mathematics on the state’s assessment • All Title I schools will make adequate yearly progress • AYP will be met for limited English proficient students as measured by MSA reading and mathematics

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
2.1a.3 Cont.	Identify and implement intervention and remediation programs for students based on appropriate data [NOTE: For descriptions of intervention programs, see Appendix G]	Implement <i>Strategic Reading</i> at all high schools for Grade 9 at-risk students (Throughout 2009-10 School Year)	Documentation of student participation; Student performance data
		Implement <i>Reading, Writing and Your Career</i> course at all high schools for grade 10 at-risk students (Throughout 2009-10 School Year)	
		Review reading intervention programs for at-risk students, grades K-8 (Throughout 2009-10 School Year)	Committee minutes
		Implement SIPPS intervention program for identified elementary students, gr. 1-5 (Throughout 2009-10 School Year)	Documentation of student participation; Student performance data
		Continue LAUNCH (K), ReAch (Grades 1 and 2), Wilson Foundations (K-2), Wilson Reading (3-5), SOAR to Success (1-5), READ 180 (Grades 6-8), I-Station (K-3), and SIPPS intervention reading programs for at-risk students at designated schools	Student performance data from the semester and trimester assessments
		Explore and evaluate extended day and extended year learning programs in reading and mathematics (Throughout 09-10 School Year)	Programs identified
		Implement extended day programs in reading and mathematics (Throughout 09-10 School Year)	Documentation of student participation; Program data

Operational Objective 2.1a:

The Harford County Public School system and each school and each subgroup therein will make adequate yearly progress toward meeting federal standards.

Indicators for Operational Objective 2.1a:
<ul style="list-style-type: none"> • AYP will be met for students, in the aggregate and for each subgroup in reading/language arts on the state’s assessment • AYP will be met for students, in the aggregate and for each subgroup in mathematics on the state’s assessment • All Title I schools will make adequate yearly progress • AYP will be met for limited English proficient students as measured by MSA reading and mathematics

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
2.1a.3 Cont.	Identify and implement intervention and remediation programs for students based on appropriate data [NOTE: For descriptions of intervention programs, see Appendix G]	Implement extended year programs in reading and mathematics (Summer 2009)	Documentation of student participation; Program data
		Maintain a partnership between the offices of Special Education; Mathematics; Title I; Intervention; and School Improvement to reduce the number of identified students not meeting the proficiency standard in mathematics (Throughout 2009-10 School Year)	Documentation of partnership meetings
		Implement mastery classes in all high schools for those students who have passed the Algebra/Data Analysis course, but failed the High School Assessment (Throughout 2009-10 School Year)	Documentation of student participation; Student performance data
		Continue full implementation of Cognitive Tutor Algebra at all high schools (Throughout 2009-10 School Year)	
		Expand implementation of Knowing Mathematics remediation program in elementary and middle schools (Throughout 2009-10 School Year)	
		Pilot/continue to implement Do the Math, First in Math, FASTTMath, and Success Maker in elementary and middle schools (Throughout 2009-10 School Year)	
		Implement Navigator mathematics intervention program in all middle schools (Throughout 2009-10 School Year)	

Operational Objective 2.1a:

The Harford County Public School system and each school and each subgroup therein will make adequate yearly progress toward meeting federal standards.

Indicators for Operational Objective 2.1a:			
<ul style="list-style-type: none"> • AYP will be met for students, in the aggregate and for each subgroup in reading/language arts on the state’s assessment • AYP will be met for students, in the aggregate and for each subgroup in mathematics on the state’s assessment • All Title I schools will make adequate yearly progress • AYP will be met for limited English proficient students as measured by MSA reading and mathematics 			
2.1a.3 Cont.	Identify and implement intervention and remediation programs for students based on appropriate data [NOTE: For descriptions of intervention programs, see Appendix G]	Continue Math Recovery intervention mathematics programs for at-risk K-2 students at designated schools (Throughout 2009-10 School Year)	Documentation of student participation; Student performance data
		Implement Ramp Up to Algebra in all high schools (Throughout 2009-10 School Year)	
		Request funding to employ elementary mathematics intervention teachers to provide professional development to improve classroom instruction and to coordinate direct student intervention and remediation services (Throughout 2009-10 School Year)	Funding secured
		Utilize funding to employ middle school mathematics intervention teachers at ABMS, EDMS, HDMS, and MAMS to provide professional development to improve classroom instruction and to coordinate and provide direct student intervention and remediation services (Throughout 2009-10 School Year)	
		Request funding to employ high school HSA intervention teachers to provide professional development to improve classroom instruction and to coordinate direct student intervention and remediation services (Throughout 2009-10 School Year)	
		Implement the Strategic Intervention Instructional Model in HSA biology and government co-taught classes at all high schools (Throughout 2009-10 School Year)	Student performance data; Documentation of teacher training

Operational Objective 2.1a:

The Harford County Public School system and each school and each subgroup therein will make adequate yearly progress toward meeting federal standards.

Indicators for Operational Objective 2.1a:	
<ul style="list-style-type: none"> • AYP will be met for students, in the aggregate and for each subgroup in reading/language arts on the state’s assessment • AYP will be met for students, in the aggregate and for each subgroup in mathematics on the state’s assessment • All Title I schools will make adequate yearly progress • AYP will be met for limited English proficient students as measured by MSA reading and mathematics 	

2.1a.3 Cont.	Identify and implement intervention and remediation programs for students based on appropriate data	Implement extended year program for students working on Bridge Plan (Summer 2009)	Documentation of student participation; Program data
	[NOTE: For descriptions of intervention programs, see Appendix G]	Provide MSDE’s <i>Bridge Plan</i> program to identified high school students who meet the criteria for participation (Throughout 2009-10 School Year)	Student participation records; student performance data
		Monitor achievement of those students taking remediation courses who have passed the government and biology courses, but failed the High School Assessment (Throughout 2009-10 School Year)	Review of student achievement data
		Support the implementation of the Harcourt ‘Storytown’ reading program by providing instruction using the ELL component of this program (Throughout 2009-10 School Year)	Collect data on the curriculum implementation of lessons taught and the data obtained from the program’s benchmark assessments of ELLs; Continuing collaboration between the ESOL teachers and the mainstream classroom teachers
		Provide ongoing training for ESOL teachers from the ‘Storytown’ publisher to fully utilize the ELL component (Throughout 2009-10 School Year)	Collect participant attendance data and compile artifacts of lessons which reflect the training topics
		Engage the ESOL staff in the process of aligning the MSDE English Language Proficiency (ELP) VSC with the ‘Storytown’ component (Throughout 2009-10 School Year)	Evaluate lessons as they are implemented, specifically related to the objectives of the VSC
		Provide opportunities for collaboration between the ESOL staff and classroom teachers in a sharing of best practices related to the instruction of English Language Learners (Throughout 2009-10 School Year)	Collect attendance data from session participation; student performance data as measured by existing countywide assessments (Running Records, SRI, etc.)

Operational Objective 2.1a:

The Harford County Public School system and each school and each subgroup therein will make adequate yearly progress toward meeting federal standards.

Indicators for Operational Objective 2.1a:			
<ul style="list-style-type: none"> • AYP will be met for students, in the aggregate and for each subgroup in reading/language arts on the state’s assessment • AYP will be met for students, in the aggregate and for each subgroup in mathematics on the state’s assessment • All Title I schools will make adequate yearly progress • AYP will be met for limited English proficient students as measured by MSA reading and mathematics 			
2.1a.3 Cont.	Identify and implement intervention and remediation programs for students based on appropriate data	Provide additional tutorial intervention services to English Language Learners (Throughout 2009-10 School Year)	Required feedback from intervention tutors and the ESOL teachers; Review of ELL student data from MSA, HSA, Report cards, LAS-Links assessment results and ongoing feedback from classroom teachers of ELLs
	[NOTE: For descriptions of intervention programs, see Appendix G]	Implement a countywide inservice for credit course for classroom teachers who intend to improve their understanding of second language acquisition and acculturation strategies for English Language Learners (Spring 2010)	Enrollment data; Completion of course requirements and evaluation data from participants
		Provide equitable services for extended day and extended year opportunities for non-public schools (Title I, Part A) (Throughout 2009-10 School Year)	Equitable services provided
		Provide equitable services for extended day and extended year opportunities for qualifying SWD as appropriate to their IEPs (Throughout 2009-10 School Year)	Equitable services provided; program data analyzed
2.1a.4	Align Harford County School Improvement Plan Guidelines with the <i>2008 Update to the Bridge to Excellence Master Plan</i>	Revise and publish the HCPS school improvement plan template (June 2009)	School improvement plan template published
		Support school improvement teams in completing the HCPS school improvement plan (Summer 2009)	Plans completed; Review of school improvement plans by Coordinator of School Improvement and Executive Directors for alignment with NCLB and AYP

Operational Objective 2.1a:

The Harford County Public School system and each school and each subgroup therein will make adequate yearly progress toward meeting federal standards.

Indicators for Operational Objective 2.1a:			
<ul style="list-style-type: none"> • AYP will be met for students, in the aggregate and for each subgroup in reading/language arts on the state’s assessment • AYP will be met for students, in the aggregate and for each subgroup in mathematics on the state’s assessment • All Title I schools will make adequate yearly progress • AYP will be met for limited English proficient students as measured by MSA reading and mathematics 			
2.1a.5	Provide all school improvement teams and ILT’s with assessment data related to AYP	Provide NCLB and AYP data for school improvement planning (Throughout 2009-10 School Year)	Data provided; school improvement plans revised as needed
2.1a.6	Refine the procedures and system for collecting, manipulating, and reporting assessment data	Continue to use the instructional data management system for collecting, manipulating, and reporting a variety of assessment data (Throughout 2009-10 School Year)	Instructional data management system operational
		Explore alternative data management systems for student performance data delivery to improve accessibility and usefulness (Throughout 2009-10 School Year)	Alternatives explored; System identified
		Assist schools in accessing performance reports from identified district-wide assessments (Throughout 2009-10 School Year)	Assessment data collected; Performance reports disseminated
		Refine procedures for accurate and timely collection of data for students in Career and Technology Education programs in collaboration with OTIS, OA, office of CTE, and high schools (Throughout 2009-10 School Year)	Procedures refined; Student data are collected and files are complete
2.1a.7	Review and monitor school and system AYP	Prepare reports for senior leadership describing AYP trends for school system and schools (Fall 2009)	Report published
2.1a.8	Provide the Harford County Board of Education with AYP reports	Prepare informational report for BOE describing AYP status (Fall 2009)	Report published
2.1a.9	Monitor and support school improvement initiatives at schools identified as in need of assistance	Provide guidance and support from CILT and the Coordinator of School Improvement to identified schools (Throughout 2009-10 School Year)	School Improvement Plans monitored and reviewed; SIT visits conducted by Executive Directors and Coordinator of School Improvement

Operational Objective 2.1b:

Design and implement programs and initiate strategies to support the elimination of the achievement gap for students who are economically disadvantaged, with disabilities, from major racial and ethnic groups, and with LEP.

Indicators for Operational Objective 2.1b:	
<ul style="list-style-type: none"> • AYP will be met for students, in the aggregate and for each subgroup in reading/language arts on the state’s assessment • AYP will be met for students, in the aggregate and for each subgroup in mathematics on the state’s assessment • All Title I schools will make adequate yearly progress • AYP will be met for limited English proficient students as measured by MSA reading and mathematics • 100% of teachers will receive ETM training prior to their third year of teaching in HCPS. • 100% of elementary schools will have a full day K program 	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
2.1b.1	Complete revisions to the curriculum guidelines and implement the revised version	Survey curriculum supervisors and GCC members to evaluate the effectiveness of the curriculum guides (Spring 2010)	Survey completed
		Analyze survey results to identify possible revisions (Spring 2010)	Analysis completed
2.1b.1a NEW	Examine data and apply root cause analyses to identify and address achievement gaps	Investigate and identify gaps in achievement to provide a basis for policy and program revisions and professional development (Throughout 2009-10 School Year)	Achievement gaps identified; recommended policies proposed
2.1b.2	Provide professional development for teachers with regard to new programs and for new teachers in regards to existing programs	Conduct training sessions for secondary mathematics teachers and special educators who are teaching new mathematics programs (Throughout 2009-10 School Year)	Agendas; Participant evaluation
		Conduct training sessions for all cooperative collaborative Ramp Up and Cognitive Tutor algebra teachers (Throughout 2009-10 School Year)	
		Conduct training for new elementary teachers and special educators on the mathematics and reading programs (Throughout 2009-10 School Year)	
2.1b.2	Provide professional development for teachers with regard to new programs and for new teachers in regards to existing programs	Provide and ensure PD for teachers of new CTE programs (During 2009-10 School Year)	Agendas; Participant evaluation

Operational Objective 2.1b:

Design and implement programs and initiate strategies to support the elimination of the achievement gap for students who are economically disadvantaged, with disabilities, from major racial and ethnic groups, and with LEP.

Indicators for Operational Objective 2.1b:	
<ul style="list-style-type: none"> • AYP will be met for students, in the aggregate and for each subgroup in reading/language arts on the state’s assessment • AYP will be met for students, in the aggregate and for each subgroup in mathematics on the state’s assessment • All Title I schools will make adequate yearly progress • AYP will be met for limited English proficient students as measured by MSA reading and mathematics • 100% of teachers will receive ETM training prior to their third year of teaching in HCPS. • 100% of elementary schools will have a full day K program 	

2.1b.2	Provide professional development for teachers with regard to new programs and for new teachers in regards to existing programs	Provide TPRI training for new K teachers (Fall 2009)	Agendas; Participant evaluation
		Provide PD for teachers new to teaching Family Life Education K-12 (Fall 2009)	
		Conduct training sessions for new teachers who are teaching reading intervention programs (Throughout 2009-10 School Year)	Participant evaluation
		Conduct training sessions for teachers in grades 1-5 at all elementary schools in the ILA instructional framework (Throughout 2009-10 School Year)	Agendas; Participant evaluation
		Conduct individual training for secondary teachers who are new to teaching the course, Living in a Contemporary World (Throughout 2009-10 School Year)	Training provided as needed
		Conduct training sessions for kindergarten – grade 5 teachers regarding Houghton-Harcourt (Storytown) adoption (Throughout 2009-10 School Year)	Agendas; Participant evaluation
		Conduct training for new kindergarten teachers regarding the Texas Primary Reading Inventory (TPRI) (Throughout 2009-10 School Year)	Agendas; Participant evaluation
		Provide professional development session for new Prekindergarten and Kindergarten teachers on the update component of the Maryland Model for School Readiness (Fall 2009)	

Operational Objective 2.1b:

Design and implement programs and initiate strategies to support the elimination of the achievement gap for students who are economically disadvantaged, with disabilities, from major racial and ethnic groups, and with LEP.

Indicators for Operational Objective 2.1b:	
<ul style="list-style-type: none"> • AYP will be met for students, in the aggregate and for each subgroup in reading/language arts on the state’s assessment • AYP will be met for students, in the aggregate and for each subgroup in mathematics on the state’s assessment • All Title I schools will make adequate yearly progress • AYP will be met for limited English proficient students as measured by MSA reading and mathematics • 100% of teachers will receive ETM training prior to their third year of teaching in HCPS. • 100% of elementary schools will have a full day K program 	

2.1b.2	Provide professional development for teachers with regard to new programs and for new teachers in regards to existing programs	Conduct training sessions for select elementary teachers to further support high quality science instruction (Fall/Spring 2009-2010)	Agendas, Participant evaluation
		Offer an inservice course to focus on collecting, analyzing, and using data for school and instructional improvement. (Fall 2009/Spring 2010)	
		Providing training in development of common assessments and the analysis and interpretation of results to address identified student needs (Throughout 2009-10 School Year)	
		Continue to offer PD for new teachers in regards to existing curricula, programs, and practices (Throughout 2009-10 School Year)	
		Request approval to provide PD for CC teachers in biology and government on SIM content enhancement routines (Throughout 2009-10 School Year)	
2.1b.3	Continue ILT professional development with regard to instructional best practices	Continue to provide support related to content literacy (Throughout 2009-10 School Year)	Support provided as needed
		Provide professional development regarding co-teaching best practices (Throughout 2009-10 School Year)	Agendas; participant evaluation
		Utilize and train ILT’s to provide collaborative inquiry professional development opportunities for school-based personnel (Throughout 2009-10 School Year)	

Operational Objective 2.1b:

Design and implement programs and initiate strategies to support the elimination of the achievement gap for students who are economically disadvantaged, with disabilities, from major racial and ethnic groups, and with LEP.

Indicators for Operational Objective 2.1b:	
<ul style="list-style-type: none"> • AYP will be met for students, in the aggregate and for each subgroup in reading/language arts on the state’s assessment • AYP will be met for students, in the aggregate and for each subgroup in mathematics on the state’s assessment • All Title I schools will make adequate yearly progress • AYP will be met for limited English proficient students as measured by MSA reading and mathematics • 100% of teachers will receive ETM training prior to their third year of teaching in HCPS. • 100% of elementary schools will have a full day K program 	

2.1b.4	Provide Cultural Proficiency training for all new professional and paraprofessional staff	Provide required three credit ETM course for new professional employees (Throughout 2009-10 School Year)	Attendance documented at each session and participant journals and/or evaluations are completed
		Provide ETM training to all new paraprofessional staff (Fall 2009)	
2.1b.5	Utilize results of last year’s evaluation to make adjustments to the ETM training program if needed	Provide cultural proficiency training for schools on request (Throughout 2009-10 School Year)	Attendance documented at each session and participant journals and/or evaluations are completed
		Offer the three-credit in-service course entitled <i>Framework for Understanding Poverty</i> (Throughout 2009-10 School Year)	Attendance documented at each session and participant journals and/or evaluations are completed
2.1b.5a NEW	Form Harford County Task Force “Developing Cultural Proficiency to Eliminate the African-American Male Achievement Gap”	Select several focus goals from the MSDE Task Force recommendations to address in HCPS Action Plan (Spring/Summer 2009)	Focus goals selected
		Develop an HCPS action plan to implement selected recommendations from the MSDE Task Force (Summer/Fall 2009)	Plan developed and approved with initial implementation
2.1b.6	Develop and/or identify materials for use with special needs students	Revise and distribute a list of approved intervention and remediation programs recommended by the HCPS Intervention Committee to address students with diverse learning needs (Throughout the 2009-10 School Year)	Post revised list on Share Point
		Continue to implement the Kurzweil reader in schools to assist with instruction and assessment (Throughout the 2009-10 School Year)	Software installed at identified schools; Review of IEP’s; participation in training

Operational Objective 2.1b:

Design and implement programs and initiate strategies to support the elimination of the achievement gap for students who are economically disadvantaged, with disabilities, from major racial and ethnic groups, and with LEP.

Indicators for Operational Objective 2.1b:	
<ul style="list-style-type: none"> • AYP will be met for students, in the aggregate and for each subgroup in reading/language arts on the state’s assessment • AYP will be met for students, in the aggregate and for each subgroup in mathematics on the state’s assessment • All Title I schools will make adequate yearly progress • AYP will be met for limited English proficient students as measured by MSA reading and mathematics • 100% of teachers will receive ETM training prior to their third year of teaching in HCPS. • 100% of elementary schools will have a full day K program 	

2.1b.6 Cont.	Develop and/or identify materials for use with special needs students	Develop visually-based instructional materials for students along the autism spectrum (Throughout the 2009-10 School Year)	Instructional materials developed and implemented
		Utilize reading intervention materials: <ul style="list-style-type: none"> • Fast Track • Corrective Reading • Wilson Language • Wilson Foundations • Edmark • Strategic Reading 	Improved scores in achievement
		<ul style="list-style-type: none"> • SIPPS • (Throughout the 2009-10 School Year) 	Improved scores in achievement
		Implement differentiated instructional strategies to address the needs of diverse learners (Throughout the 2009-10 School Year)	Strategies implemented; classroom observations
		Pilot the use of SIM and Boundless Learning/Co-Teaching Fellows at designated schools (Throughout the 2009-10 School Year)	Analyze program data
2.1b.7	Incorporate recommendations of the 2006 survey results	Deleted; ESOL staffing ratio achieved during FY 05	
2.1b.8	Continue to provide ongoing professional development to educators serving ELL students	Design and implement professional development opportunities for the teachers of English Language Learners relevant to the characteristics of English Language Learners and the language acquisition process (Throughout 2009-10 School Year)	Participant evaluation; Student performance data

Operational Objective 2.1b:

Design and implement programs and initiate strategies to support the elimination of the achievement gap for students who are economically disadvantaged, with disabilities, from major racial and ethnic groups, and with LEP.

Indicators for Operational Objective 2.1b:	
<ul style="list-style-type: none"> • AYP will be met for students, in the aggregate and for each subgroup in reading/language arts on the state’s assessment • AYP will be met for students, in the aggregate and for each subgroup in mathematics on the state’s assessment • All Title I schools will make adequate yearly progress • AYP will be met for limited English proficient students as measured by MSA reading and mathematics • 100% of teachers will receive ETM training prior to their third year of teaching in HCPS. • 100% of elementary schools will have a full day K program 	

2.1b.9	Provide outreach programs to obtain input/participation from the parents/guardians of English Language Learners	Schedule parent outreach programs in conjunction with the Office of Compensatory Education, Title I (During 2009-10 School Year)	Documentation of parent attendance and involvement
2.1b.10	Monitor use of the Provident Language Line	Provide telephone translation services to all school sites (Throughout 2009-10 School Year)	Measure usage from monthly invoices
2.1b.11	Provide materials and supplies to facilitate the instruction of English Language Learners	Plan collegially with ESOL staff and classroom teachers to select materials and supplies for purchase (Throughout 2009-10 School Year)	Appropriate materials purchased and utilized
2.1b.12	Provide summer school tuition funding for English Language Learners	Coordinate the efforts for summer school attendance by English Language Learners (Summer 2009)	Student participation
2.1b.13	Maintain regional Pre-K/early intervention sites	Identify eligible children (Summer 09)	Children identified based on Pre-K eligibility requirements
		Expand the recruitment of eligible children for Fall 2009 (Summer 2009)	
		Facilitate participation in natural learning environment for identified children birth through age 5 (Throughout the 2009-10 School Year)	Analyze program data
		Provide opportunities for SWD in early intervening preschool classes to participate with typically developing peers (Throughout the 2009-10 School Year)	Analyze program data

Operational Objective 2.1b:

Design and implement programs and initiate strategies to support the elimination of the achievement gap for students who are economically disadvantaged, with disabilities, from major racial and ethnic groups, and with LEP.

Indicators for Operational Objective 2.1b:	
	<ul style="list-style-type: none"> • AYP will be met for students, in the aggregate and for each subgroup in reading/language arts on the state’s assessment • AYP will be met for students, in the aggregate and for each subgroup in mathematics on the state’s assessment • All Title I schools will make adequate yearly progress • AYP will be met for limited English proficient students as measured by MSA reading and mathematics • 100% of teachers will receive ETM training prior to their third year of teaching in HCPS. • 100% of elementary schools will have a full day K program

2.1b.14	Implement FDK in all schools to promote student learning in language arts, mathematics, social studies and science that are both appropriate and effective	Deleted; strategy complete - FDK implemented at all schools	
2.1b.15	Utilize parent-school contact for more intensive outreach and home-school communication for Title I schools	Maintain school/parent compacts in all Title I schools (Fall 2009)	Compacts revised and published
		Maintain family involvement committees (Throughout 2009-10 School Year)	Record of parent involvement committee meetings
		Maintain family participation nights, workshops and Annual Title I Parent Conference (Throughout 2009-10 School Year)	Agenda/Minutes; Participant evaluation
		Utilize the family liaison to meet with parents to promote effective communication (Throughout 2009-10 School Year)	Family liaison documentation of visits
		Analyze the results of the Spring 2009 Title I Parent/Staff Satisfaction Survey (Spring 2009)	Analysis completed
		Share analysis of Title I Parent/Staff Satisfaction Survey at Back-to-School Night (Fall 2009)	Analysis shared
		Integrate results of Title I Parent/Staff Satisfaction Survey into parent newsletters; school websites, and School Improvement Plans (Fall 2009)	Results integrated
		Utilize the family liaison to provide families with resources to support mathematics and reading (Throughout 2009-10 School Year)	Mathematics and reading programs available to families

Operational Objective 2.1b:

Design and implement programs and initiate strategies to support the elimination of the achievement gap for students who are economically disadvantaged, with disabilities, from major racial and ethnic groups, and with LEP.

Indicators for Operational Objective 2.1b:	
<ul style="list-style-type: none"> • AYP will be met for students, in the aggregate and for each subgroup in reading/language arts on the state’s assessment • AYP will be met for students, in the aggregate and for each subgroup in mathematics on the state’s assessment • All Title I schools will make adequate yearly progress • AYP will be met for limited English proficient students as measured by MSA reading and mathematics • 100% of teachers will receive ETM training prior to their third year of teaching in HCPS. • 100% of elementary schools will have a full day K program 	

2.1b.15 Cont.	Utilize parent-school contact for more intensive outreach and home-school communication for Title I schools	Provide equitable services to non-public schools in regards to parent involvement activities (Throughout 2009-10 School Year)	Equitable services provided
2.1b.16	Share School Improvement Plans with parents for more intensive outreach and home-school communication in Title I schools	Elicit parent input as decision-makers in school improvement planning (Throughout 2009-10 School Year)	SIT minutes; parent feedback forms
		Share school improvement plans with parents and seek recommendations from parents/guardians through the family involvement committees (Throughout 2009-10 School Year)	School Improvement Plans on record
2.1b.17	Strategy completed 2005	Deleted; completed 2005	
2.1b.18	Monitor enrollment projections and request funding to maintain class sizes	Hire teachers to maintain HCPS Board of Education class size standards pending funding (Summer 09)	Class sizes meet an equitable standard pending funding
2.1b.19	Incorporate the recommendations of the 2006 class attendance scheduling committee report	Deleted; completed in 2006	
2.1b.20	Develop recruitment strategies to increase student participation in the fine arts music program	Analyze enrollment data in the music classes (Fall 2009)	Enrollment data analysis
		Implement recruitment activities based on enrollment data (Throughout 2009-10 School Year)	Recruitment activities documented
		Implement Band Together Program for disadvantaged and special needs students (Summer 2009)	Student participation data

Operational Objective 2.1b:

Design and implement programs and initiate strategies to support the elimination of the achievement gap for students who are economically disadvantaged, with disabilities, from major racial and ethnic groups, and with LEP.

Indicators for Operational Objective 2.1b:	
<ul style="list-style-type: none"> • AYP will be met for students, in the aggregate and for each subgroup in reading/language arts on the state’s assessment • AYP will be met for students, in the aggregate and for each subgroup in mathematics on the state’s assessment • All Title I schools will make adequate yearly progress • AYP will be met for limited English proficient students as measured by MSA reading and mathematics • 100% of teachers will receive ETM training prior to their third year of teaching in HCPS. • 100% of elementary schools will have a full day K program 	

2.1b.21	Utilize visitation results to design and implement professional development activities	Deleted; incorporated into strategy 2.2a.3	
2.1b.22	Expand the Diversity Network to increase communication among minority community groups, parents, and the school system to address student achievement needs	Strategy eliminated	
2.1b.23	Share ETM information and 40 developmental assets with Title I parents	Include an ETM outreach at Title I Parent Conference (Spring 2010)	Information shared and parent questions answered
2.1b.24	Implement during and extended learning opportunities for mentoring and youth development programs	Continue youth development programs and after school programs (Throughout 2009-10 School Year)	Attendance and participation; academic performance and discipline referrals reviewed
		Continue to provide the 21 st Century Community Learning Centers after school youth development program at ABMS, EDMS, HXES, GLES, and WPES (Throughout 2009-10 School Year)	Per grant requirements, program reports approved and submitted to MSDE
		Continue to provide 21 st Century Community Learning Center program in the summer at ABMS (Summer 2009)	
2.1b.25	Monitor the effectiveness of the Making Progress program and adjust program elements as necessary	Analyze the results of the Making Progress Program at Hall’s Cross Roads and G. Lisby elementary schools and Edgewood Middle School and refine as needed (Summer 2009)	Results of evaluation published

Operational Objective 2.1b:

Design and implement programs and initiate strategies to support the elimination of the achievement gap for students who are economically disadvantaged, with disabilities, from major racial and ethnic groups, and with LEP.

Indicators for Operational Objective 2.1b:	
<ul style="list-style-type: none"> • AYP will be met for students, in the aggregate and for each subgroup in reading/language arts on the state’s assessment • AYP will be met for students, in the aggregate and for each subgroup in mathematics on the state’s assessment • All Title I schools will make adequate yearly progress • AYP will be met for limited English proficient students as measured by MSA reading and mathematics • 100% of teachers will receive ETM training prior to their third year of teaching in HCPS. • 100% of elementary schools will have a full day K program 	

2.1b.26	Utilize the resources of an HCPS Intervention Committee to support students in the least restrictive environment	Continue to provide support for the HCPS Intervention Committee (Throughout 2009-10 School Year)	Support provided
		Continue to provide technical support for schools based on identified student needs (Throughout 2009-10 School Year)	Documentation of services provided
		Identify needs and provide additional resources for schools (Throughout 2009-10 School Year)	Resources allocated
		Investigate programs, models and resources to support intervention and remediation in conjunction with the C & I staff, Office of Special Ed, and the offices of elementary and secondary education (Throughout 2009-10 School Year)	Committee agendas and minutes

Operational Objective 2.2a:

Align curriculum, instruction, and assessment with the Maryland Content Standards and the Voluntary State Curriculum to ensure academic rigor for all students.

Indicators for Operational Objective 2.2a
<ul style="list-style-type: none"> • AYP will be met for students, in the aggregate and for each subgroup in reading/language arts on the state’s assessment • AYP will be met for students, in the aggregate and for each subgroup in mathematics on the state’s assessment • All Title I schools will make adequate yearly progress • AYP will be met for limited English proficient students as measured by MSA reading and mathematics

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
2.2a.1	Update curriculum and ensure alignment with state standards	Update Pre-kindergarten and Kindergarten Harcourt Storytown curriculum to align with the Voluntary State Curriculum (Summer 2009; Throughout 2009-10 School Year)	Curriculum updated to include standards alignment
		Replace Harcourt Collections program (grades 1-5) with MSDE-approved Houghton-Harcourt Storytown program (Throughout 2009-10 School Year)	Storytown Program implemented in all elementary schools
		Implement revised English curricula (Gr. 6-12) in alignment with state standards (Throughout 2009-10 School Year)	Curriculum updated and implemented
		Align mathematics PreK through Algebra II with pending MSDE revised standards (Throughout 2009-10 School Year)	Curriculum aligned with revised MSDE standards
		Utilize MSDE’s assistance to align technology education curriculum with the VSC at the middle school level (Throughout 2009-10 School Year)	Curriculum alignment accomplished
		Monitor and revise the curriculum for technology education at the high school level to reflect the VSC (Throughout 2009-10 School Year)	Curriculum is revised as needed to reflect standard alignment
		Continue to monitor and revise business education curriculum to reflect the VSC and HCC recommendations (Throughout 2009-10 School Year)	

Operational Objective 2.2a:

Align curriculum, instruction, and assessment with the Maryland Content Standards and the Voluntary State Curriculum to ensure academic rigor for all students.

Indicators for Operational Objective 2.2a	
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2.2a.1 Cont.	Update curriculum and ensure alignment with state standards	Implement revised biology curriculum in alignment with state standards. (Throughout 2009-10 School Year)	Curriculum revised
		Align grade 3 and grade 11 social studies curriculum with VSC (Throughout 2009-10 School Year)	Curriculum aligned with GCC approval
		Begin phase-in of a fully school-based elementary science kit program to ensure alignment of curriculum, instruction, and assessment (Throughout 2009-10 School Year)	Initial phase implemented
		Revise middle school general music and art curriculum for inclusion of VSC depending on middle school reform implementation (Throughout 2009-10 School Year)	Curriculum revised
		Revise high school music curriculum to align with VSC and create new courses that meet the Technology Literacy Standards (Throughout 2009-10 School Year)	
		Revise elementary school general music and art curriculum in alignment with the VSC (Throughout 2009-10 School Year)	
		Obtain GCC approval for one Prekindergarten unit that has been aligned with the VSC (Fall 2009)	GCC approval
		Develop model units for high school art course utilizing the VSC (Summer 2009)	Units developed with GCC approval

Operational Objective 2.2a:

Align curriculum, instruction, and assessment with the Maryland Content Standards and the Voluntary State Curriculum to ensure academic rigor for all students.

Indicators for Operational Objective 2.2a	
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2.2a.1 Cont.	Update curriculum and ensure alignment with state standards	Align the Career, Research and Development Program of Study with VSC (Throughout 2009-10 School Year)	Curriculum aligned
		Align Family and Consumer Sciences curriculum with VSC (Throughout 2009-10 School Year)	
		Align Trades and Industry curriculum models with industry standards (Throughout 2009-10 School Year)	
2.2a.2	Evaluate and analyze student assessment data to improve instruction	Provide support from the Office of Accountability and from supervisory personnel regarding data analysis to identify student needs (Throughout 2009-10 School Year)	Documentation of services provided
		Utilize HCPS midterm and final assessments in Government Grade 9, World History Grade 10 and US History Grade 11 to evaluate student mastery and identify learning gaps (Throughout 2009-10 School Year)	Student data analyzed; Teacher feedback
		Utilize unit assessments for Grades 6 - 11 social studies courses to identify learning gaps (Throughout 2009-10 School Year)	Student data analyzed; Teacher feedback
		Utilize student data from HCPS cumulative assessments in Grades 6-8 mathematics, and midterm and final assessments in Algebra 1A, Algebra IB, Integrated Geometry, Applied Geometry, Algebra II, Trigonometry, and Precalculus to inform instruction and evaluate student performance (Throughout 2009-10 School Year)	Student data analyzed
		Analyze student data from unit assessments for Grades 1-5 mathematics curriculum in order to inform instruction (Throughout 2009-10 School Year)	Data analyzed; instruction modified to address identified needs

Operational Objective 2.2a:

Align curriculum, instruction, and assessment with the Maryland Content Standards and the Voluntary State Curriculum to ensure academic rigor for all students.

Indicators for Operational Objective 2.2a
<ul style="list-style-type: none"> • AYP will be met for students, in the aggregate and for each subgroup in reading/language arts on the state’s assessment • AYP will be met for students, in the aggregate and for each subgroup in mathematics on the state’s assessment • All Title I schools will make adequate yearly progress • AYP will be met for limited English proficient students as measured by MSA reading and mathematics

2.2a.2 Cont.	Evaluate and analyze student assessment data to improve instruction	Analyze data from pilot use of Scholastic Mathematics Inventory and/or Performance Series in designated schools (Throughout 2009-10 School Year)	Data analyzed
		Analyze results from kindergarten SNAP mathematics assessment and TPRI reading assessment to identify learning gaps (Throughout 2009-10 School Year)	Assessment results analyzed
		Administer HCPS Grades 6-12 language arts mid-term assessments and analyze data to identify strengths and weaknesses (Throughout 2009-10 School Year)	
		Analyze results from the Scholastic Reading Inventory (SRI) for grades 2-7 in designated schools, or Performance Series (PS) in designated schools for grades 3-8 and for targeted students in grades 9 and 10 to determine levels of reading performance and reading growth (Throughout 2009-10 School Year)	
		Utilize student results on the benchmark running record reading assessments grades 1-3 to identify and address student needs (Throughout 2009-10 School Year)	Data analyzed; instruction differentiated to address identified needs
		Analyze quarterly holistic assessment data in grades 1-5 to identify strengths and weaknesses of students’ responses to reading (Throughout 2009-10 School Year)	
		Analyze HSA Biology, MSA Science, and other benchmark data in collaboration with classroom teachers and/or school leadership. (Throughout 2009-10 School Year)	Data analyzed; instruction modified to address identified needs

Operational Objective 2.2a:

Align curriculum, instruction, and assessment with the Maryland Content Standards and the Voluntary State Curriculum to ensure academic rigor for all students.

Indicators for Operational Objective 2.2a	
<ul style="list-style-type: none"> • AYP will be met for students, in the aggregate and for each subgroup in reading/language arts on the state’s assessment • AYP will be met for students, in the aggregate and for each subgroup in mathematics on the state’s assessment • All Title I schools will make adequate yearly progress • AYP will be met for limited English proficient students as measured by MSA reading and mathematics 	

2.2a.2 Cont.	Evaluate and analyze student assessment data to improve instruction	Develop useful protocols to assist school PLC’s in examining data from multiple sources as the basis for constructing and monitoring SIPs and improving instruction. (Throughout 2009-10 School Year)	Protocols developed and shared
		Analyze grade 8 and 9 county-wide health assessments to inform curriculum and instruction (Throughout 2009-10 School Year)	Data analyzed and results shared and instruction differentiated
		Analyze grade 5 and 8 physical education assessments to evaluate effectiveness of curriculum (Throughout 2009-10 School Year)	
		Analyze participation and passing rate on industry certification exams (Throughout 2009-10 School Year)	Data analyzed
2.2a.3	Utilize data derived from 2008-09 teacher observation forms to inform the training to be provided during the 2009-2010 school year	Analyze data obtained from teacher observations (Throughout 2009-10 School Year)	Written recommendations published
		Evaluate and revise teacher professional development based on needs (Throughout 2009-10 School Year)	Revised professional development plan
2.2a.4	Align curriculum with state standards or VSC	Deleted; incorporated into strategy 2.2a.1	
2.2a.5	Infuse ETM into curriculum documents	Include ETM infusion goals, learning styles and multiple intelligences strategies as curriculum is revised, written and implemented (Throughout 2009-10 School Year)	General Curriculum Committee minutes

Operational Objective 2.2a:

Align curriculum, instruction, and assessment with the Maryland Content Standards and the Voluntary State Curriculum to ensure academic rigor for all students.

Indicators for Operational Objective 2.2a			
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2.2a.6	Use instructional and media center materials screened for bias, stereotyping, and content imbalance	Share and use the HCPS Guidelines for selection and purchase of instructional materials (Throughout 2008-09 School Year)	Completed check sheets used to screen materials
		Monitor suggested curriculum materials by General Curriculum Committee (Throughout 2008-09 School Year)	General Curriculum Committee minutes
2.2a.7	Refine and enhance the IEP program as needed; Refine data collection and monitor compliance	Continue to provide technical support to assist with utilization of online IEP program (Throughout 2009-10 School Year)	Technical support plan published; Technical assistance provided
		Develop and implement IEP goals and lesson plans/instructional strategies which align with the VSC (Throughout 2009-10 School Year)	IEP goals and lesson plans/instructional strategies developed and implemented
		Continue to implement IEP (Throughout 2009-10 School Year)	Review of IEP’s and Student Services Information System data
		Develop reports and monitor data (Throughout 2009-10 School Year)	
2.2a.8	Support countywide textbook adoption	Implement the Storytown reading anthology program for grades 1-5 (Throughout 2009-10 School Year)	Anthology purchased
		Support teachers using the Write Source textbook in secondary language arts classes (Throughout 2009-10 School Year)	Textbooks purchased
		Provide class sets of science reference books for grades 4 and 5 at all elementary schools (Summer 2009)	Reference books provided
		Explore and identify a method book for grades 4-8 instrumental music (band and strings) (Throughout 2009-10 School Year)	Methods book selected for purchase

Operational Objective 2.2a:

Align curriculum, instruction, and assessment with the Maryland Content Standards and the Voluntary State Curriculum to ensure academic rigor for all students.

Indicators for Operational Objective 2.2a	
<ul style="list-style-type: none"> • AYP will be met for students, in the aggregate and for each subgroup in reading/language arts on the state’s assessment • AYP will be met for students, in the aggregate and for each subgroup in mathematics on the state’s assessment • All Title I schools will make adequate yearly progress • AYP will be met for limited English proficient students as measured by MSA reading and mathematics 	

2.2a.9	Implement the language arts scope and sequence	Deleted; incorporated into Strategy 2.2a.1	
2.2a.10	Revise and administer district-wide HCPS assessments	Administer elementary mathematics assessments in grades 1-5 (Throughout 2009-10 School Year)	Assessments administered
		Examine the quality and usefulness of district-developed assessment tools and report results (Throughout 2009-10 School Year)	Analysis performed; results shared
		Develop a strategic plan for the implementation of a comprehensive assessment program which is aligned with curriculum development and addresses HQ assessment tools, professional development, and technology (Throughout 2009-10 School Year)	Plan developed
		Revise and administer HCPS midterm and final assessments in Government Grade 9, World History Grade 10 and US History Grade 11 (Throughout 2009-10 School Year)	Assessments administered; Standards settings August 2009, Student data
		Administer midterm assessments in English and Language Arts Grades 6-12 (Throughout 2009-10 School Year)	Assessments administered
		Review commercial assessments and item banks for future assessment development for secondary Language Arts (Throughout 2009-10 School Year)	Assessments administered
		Revise and administer unit assessments for Grades 6-11 social studies curriculum (Throughout 2009-10 School Year)	Assessments administered; Student data analysis; Teacher feedback
		Revise quarterly elementary benchmark reading assessments Grades 1-5 for implementation in fall 2010 (Throughout 2009-10 School Year)	Assessments developed and administered

Operational Objective 2.2a:

Align curriculum, instruction, and assessment with the Maryland Content Standards and the Voluntary State Curriculum to ensure academic rigor for all students.

Indicators for Operational Objective 2.2a	
<ul style="list-style-type: none"> • AYP will be met for students, in the aggregate and for each subgroup in reading/language arts on the state’s assessment • AYP will be met for students, in the aggregate and for each subgroup in mathematics on the state’s assessment • All Title I schools will make adequate yearly progress • AYP will be met for limited English proficient students as measured by MSA reading and mathematics 	

2.2a.10 Cont.	Revise and administer district-wide HCPS assessments	Implement bench mark running record reading assessments three times a year in grades 1-3 (Throughout 2009-10 School Year)	Assessments administered and data analyzed to identify instructional implications and reading levels
		Administer the Scholastic Reading Inventory (SRI) in grades 2-7 in designated schools or Performance Series to students in grades 3-8 in designated schools and for targeted students in grades 9 and 10 (Throughout 2009-10 School Year)	Assessments administered and data analyzed to identify growth and current reading levels/lexiles
		Revise and administer cumulative assessments for Grades 6-8 mathematics and midterm and final assessments for Algebra 1A, Algebra IB, Integrated Geometry, Applied Geometry, Algebra II, Trigonometry, and Precalculus (Throughout 2009-10 School Year)	Assessments developed and/or revised and administered
		Continue to develop and administer science benchmark assessments for grades 4, 7 and biology (Throughout 2009-10 School Year)	
		Establish teams to develop science item banks for assessment development and curriculum alignment (Summer 2009 : Throughout 2009-10 School Year)	More standards-based assessment items have been developed for item banks
		Administer Pre-K Skills Checklist (Throughout 2009-10 School Year)	Assessments administered; teacher feedback collected
		Administer SNAP kindergarten math assessment and TPRI kindergarten reading assessment (Throughout 08-09 School Year Throughout 2009-10 School Year)	

Operational Objective 2.2a:

Align curriculum, instruction, and assessment with the Maryland Content Standards and the Voluntary State Curriculum to ensure academic rigor for all students.

Indicators for Operational Objective 2.2a	
<ul style="list-style-type: none"> • AYP will be met for students, in the aggregate and for each subgroup in reading/language arts on the state’s assessment • AYP will be met for students, in the aggregate and for each subgroup in mathematics on the state’s assessment • All Title I schools will make adequate yearly progress • AYP will be met for limited English proficient students as measured by MSA reading and mathematics 	

2.2a.11	Offer summer programs to enrich students	Continue to offer Gifted and Talented Summer Center Program (Summer 2009)	Attendance documented; program evaluated
		Provide a one-week summer instrumental music program for Grades 6-8 students (Summer 2009)	Student attendance documented
2.2a.12	Align IEP’s with Voluntary State Curriculum	Develop lessons/strategies to support implementation of IEP’s that are aligned with the VSC (Throughout 2009-10 School Year)	IEP goals aligned with VSC; Lessons/strategies published for content related to Alt-MSA/MSA
2.2a.13 NEW	Establish initiatives to address the STEM plan	Establish a team to coordinate and align the development of a K-12 plan to address the STEM initiatives (Summer 2009; Throughout 2009-10 School Year)	STEM Coordinator identified; Team established, Plan developed
2.2a.14 NEW	Enhance content of the report card to ensure alignment to instructional standards (VSC) and to address systemic efforts at electronic reporting	Develop a revised elementary report card in collaboration with content area supervisors (Summer 2009)	Report card developed
		Implement electronic capturing and reporting of grades at the elementary level in identified schools in collaboration with OTIS (Throughout 2009-10 School Year)	Electronic reporting implemented

Operational Objective 2.2b:

Design and implement program evaluation models and procedures to assess instructional and program strengths and to determine guidelines for revising, refining, or removing programs.

Indicator for Operational Objective 2.2b
<ul style="list-style-type: none"> Program evaluation model is adopted by Harford County Public Schools

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
2.2b.1	Develop program evaluation procedures to monitor curricular and instructional programs	Continue to examine and refine program evaluation models (Throughout 2009-10 School Year)	Agendas documented
		Develop program evaluation procedures (Throughout 2009-10 School Year)	Program evaluation procedures published
		Design and conduct evaluations of the implementation and outcomes of system-wide intervention initiatives and report the results (Throughout 2009-10 School Year)	Report shared
2.2b.2	Evaluate implementation of FY'07 strategy and continue FY'06 objective	Deleted; incorporated into Strategies 2.2a.7 and 2.2a.12	
2.2b.3	Utilize assessment data to evaluate programs, monitor student achievement, and develop intervention programs	Use data to identify students not performing at grade level (Throughout 2009-10 School Year)	Assessment data analyzed; students identified
		Determine appropriate instructional strategies/programs to provide early intervening and remedial support to identified students (Throughout 2009-10 School Year)	Appropriate strategies implemented
		Evaluate programs based on analysis of student achievement needs (Throughout 2009-10 School Year)	Program evaluation procedures published to include analysis of student achievement

Operational Objective 2.2b:

Design and implement program evaluation models and procedures to assess instructional and program strengths and to determine guidelines for revising, refining, or removing programs.

Indicator for Operational Objective 2.2b	
<ul style="list-style-type: none"> Program evaluation model is adopted by Harford County Public Schools 	

2.2b.3 Cont.	Utilize assessment data to evaluate programs, monitor student achievement, and develop intervention programs	Analyze Fitness Gram data grades 4 through 8 to inform students, parents, and system regarding student wellness (Throughout 2009-10 School Year)	Student action plan created based on data analysis
2.2b.4	Monitor the Gifted and Talented program	Monitor and evaluate implementation of Gifted and Talented Guidelines (Throughout 2009-10 School Year)	Guidelines revisited as needed
2.2b.5	Evaluate the operation of the program bi-annually	Deleted; incorporated into Strategies 2.2b.1, 2.2b.2, and 2.2b.3	
2.2b.6	Monitor a variety of data, such as teacher observation forms, as a means of assessing curriculum and instructional programs	Utilize teacher observation reports as a means of evaluating administrative personnel and assessing curriculum and instructional programs (Throughout 2009-10 School Year)	Feedback from discussion sessions and evaluation conferences with supervisory personnel

Operational Objective 2.2c:

Align the existing organizational structure to more effectively and efficiently deliver services to schools to support student achievement.

Indicator for Operational Objective 2.2c
<ul style="list-style-type: none"> • Full implementation of the Harford County Public Schools 2008-2009 Work Plan

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
2.2c.1	Implement the quarterly professional development cycle for ILT's, supervisory staff, and teachers	Publish professional development calendar (Summer 2009)	Professional development calendar published
		Design and implement professional development activities (Throughout 2009-10 School Year)	Participant evaluations
2.2c.2	Establish workstations for reassigned personnel in each school.	Deleted; completed in 2005	
2.2c.3	Provide ongoing professional development for department chairpersons	Implement the Department Chairperson Leadership Institute (Summer/Fall /Winter 2009)	Participant attendance and evaluations; Participant portfolios
		Provide PD opportunities for department chairs and school PLCs to use data-informed processes and data delivery tools to address identified learning challenges (Throughout 2009-10 School Year)	Participant attendance and evaluations
		Provide PD opportunities for new department chairs (Fall 2009)	Participant attendance and evaluations
2.2c.4	Provide workshops for teacher leadership	Offer teacher leadership workshops to all teachers (Fall 2009)	Participant attendance and evaluations
		Evaluate teacher leadership workshops and make necessary revisions (Spring 2010)	Participant evaluations

Operational Objective 2.2d:
Develop the technical competencies of all secondary students.

Indicator for Operational Objective 2.2d
<ul style="list-style-type: none"> Expand opportunities for all secondary students to access technology

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
2.2d.1	Enhance the online course program and increase student participation	C&I Committee to review, revise, and formalize on-line course protocols and processes (Throughout 2009-10 School Year)	Committee formed to formalize online processes
		Expand the use of online coursework at school sites (Throughout 2009-10 School Year)	Catalogue will indicate increased use of online courses
		The C&I Committee will explore ways to incorporate and increase the use of MVLO resources (Throughout 2009-10 School Year)	Current committee will continue to study expanded use for the original credit MSDE required courses
		The C&I Committee will review current vendors and develop protocols for future service providers (Throughout 2009-10 School Year)	Committee recommendations will be reviewed to provide services aligned with MSDE authorization
2.2d.2	Continue to implement strategies for utilizing technology in all curriculums to support the MSDE Student Technology Literacy Standards	Provide professional development on the Student Technology Literacy Standards for all curriculum supervisors, ILT's, and teachers (Throughout 2009-10 School Year)	Professional development delivered
		Create an annotated inventory of technology materials utilized in fine arts classes (Summer/Fall 2009)	Inventory complete and published
		Develop a long range plan to purchase technology equipment for CTE classes (Throughout 2009-10 School Year)	Long range plan developed
		Establish guidelines within curriculum development to ensure the integration of the technology standards in all curricular areas (Throughout 2009-10 School Year)	Focus group established

Operational Objective 2.2e:

Provide challenging course work, comprehensive completer programs, and rigorous academic requirements for all secondary students.

Indicators for Operational Objective 2.2e	
<ul style="list-style-type: none"> • There will be an increase in offerings, student enrollment, and completion in challenging course work, comprehensive completer programs and rigorous academic requirements for all secondary students in all high schools • 100% of curriculum being approved by GCC will address career development and post-secondary educational standards • Implementation of the Small Learning Community Concept component of the Comprehensive Secondary School Reform Plan • Implementation of the Magnet School Concept component of the Comprehensive Secondary School Reform Plan • Implementation of the Ninth Grade Transition Concept component of the Comprehensive Secondary School Reform Plan 	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
2.2e.1	Continue to write, update, and publish HCPS curriculum guides	Review and update curriculum guides as per the Office of Curriculum and Instruction guidelines (Throughout 2009-10 School Year)	Guides published and shared electronically
2.2e.2	Implement the revised credit and course requirements for graduation	Complete year four of the CSSRP implementation (Throughout 2009-10 School Year)	Credit sequence elevated to 6, 12, and 18 with the fourth math credit and a career pathway registered for all students
		Complete phase in of new local graduation requirements (Throughout 2009-10 School Year)	Final phase implemented
2.2e.3	Utilize the career pathways as a means for managing programs of study for grades 9-12 and as a means for implementing the delivery of required courses in 2009-2010	Continue to identify and implement the pathway courses for the four career clusters (Throughout 2009-10 School Year)	Career pathways monitored and refined as needed
		Continue to identify and implement Career and Technology Education completer programs (Throughout 2009-10 School Year)	Additional programs identified and implemented
		Continue to identify and implement magnet programs (Throughout 2009-10 School Year)	

Operational Objective 2.2e:

Provide challenging course work, comprehensive completer programs, and rigorous academic requirements for all secondary students.

Indicators for Operational Objective 2.2e	
<ul style="list-style-type: none"> • There will be an increase in offerings, student enrollment, and completion in challenging course work, comprehensive completer programs and rigorous academic requirements for all secondary students in all high schools • 100% of curriculum being approved by GCC will address career development and post-secondary educational standards • Implementation of the Small Learning Community Concept component of the Comprehensive Secondary School Reform Plan • Implementation of the Magnet School Concept component of the Comprehensive Secondary School Reform Plan • Implementation of the Ninth Grade Transition Concept component of the Comprehensive Secondary School Reform Plan 	

2.2e.4	Prioritize and implement approved plans for Secondary School Reform Initiative	Implement year four of CSSRP in all high schools (Throughout 2009-10 School Year)	Implementation of all CSSRP strategies
2.2e.5	Increase challenging academic offerings	Offer and encourage greater participation in Advanced Placement and Honors classes and advanced courses in completer programs (Spring 2010)	Student enrollment in AP and Honors classes and advanced courses in completer programs
		Enhance professional development courses for Advanced Placement teachers (Throughout 2009-10 School Year)	Teacher enrollment
		Offer professional development courses for technology education teachers (Throughout 2009-10 School Year)	Teacher participation
		Offer magnet programs in select high schools to encourage student participation in specialized curricula (Throughout 2009-10 School Year)	Student participation
		Continue to meet with program advisory committees for the three magnet programs to capture the current industry standards and certification (Throughout 2009-10 School Year)	Meeting agendas and minutes
2.2e.6	Complete the third-fourth year of the Refine and improve the program at the Science and Mathematics Academy;	Deleted – moved into 2.2e.13	
2.2e.7	Refine existing smaller learning communities and the ninth grade transition program	Create cross-functional study team to identify best 9 th grade transitions practices for systemic recommendations (Throughout 2009-10 School Year)	Work will be revised and implemented
		Evaluate and revise freshmen transition course titled <i>Living in a Contemporary World</i> (Throughout 2009-10 School Year)	Guide reviewed, revised, and published Fall 2010

Operational Objective 2.2e:

Provide challenging course work, comprehensive completer programs, and rigorous academic requirements for all secondary students.

Indicators for Operational Objective 2.2e	
	<ul style="list-style-type: none"> • There will be an increase in offerings, student enrollment, and completion in challenging course work, comprehensive completer programs and rigorous academic requirements for all secondary students in all high schools • 100% of curriculum being approved by GCC will address career development and post-secondary educational standards • Implementation of the Small Learning Community Concept component of the Comprehensive Secondary School Reform Plan • Implementation of the Magnet School Concept component of the Comprehensive Secondary School Reform Plan • Implementation of the Ninth Grade Transition Concept component of the Comprehensive Secondary School Reform Plan

2.2e.7 Cont.	Refine existing smaller learning communities and the ninth grade transition program	Continue to develop new career completer programs (Throughout 2009-10 School Year)	Pathway programs developed and/or refined
		Continue to develop and refine magnet programs (Throughout 09-10 School Year)	
		Refine pathway programs (Throughout 2009-10 School Year)	
2.2e.8	Maintain funding and resources to support the HCPS Fine Arts Program	Submit application for the Fine Arts Initiative Grant for art, music, dance and theatre programs (Summer 2009)	Funding and grant secured
		Implement music all-county events and festivals (Throughout 2009-10 School Year)	Music schedule published
		Utilize funding to support the Instrumental Refresh Program (Throughout 2009-10 School Year)	Program funded
		Provide equipment and materials related to the implementation of a quality Fine Arts Program (Throughout 2009-10 School Year)	Equipment and materials provided
2.2e.9	Enhance career and technology education programs	Continue to secure federal funding to upgrade career completer programs (Throughout 2009-10 School Year)	Funding secured
2.2e.10	Implement truancy abatement and dropout prevention programs; Conduct program evaluation	Deleted; incorporated in 2.2e.11	
2.2e.11	Review and refine Alternative Educational programs	Implementation of the AGB recommendations for Restructuring Planning (Throughout 2009-10 School Year)	Recommendations implemented
2.2e.12	Include <i>Career Development for Instruction in Grades Prekindergarten – Grade 12</i> , as per COMAR 13A.04.10.01	Monitor all curriculum for inclusion of the <i>Maryland Career Development Framework, K-12</i> (Throughout 2009-10 School Year)	GCC minutes

Operational Objective 2.2e:

Provide challenging course work, comprehensive completer programs, and rigorous academic requirements for all secondary students.

Indicators for Operational Objective 2.2e	
<ul style="list-style-type: none"> • There will be an increase in offerings, student enrollment, and completion in challenging course work, comprehensive completer programs and rigorous academic requirements for all secondary students in all high schools • 100% of curriculum being approved by GCC will address career development and post-secondary educational standards • Implementation of the Small Learning Community Concept component of the Comprehensive Secondary School Reform Plan • Implementation of the Magnet School Concept component of the Comprehensive Secondary School Reform Plan • Implementation of the Ninth Grade Transition Concept component of the Comprehensive Secondary School Reform Plan 	

2.2e.12 Cont.	Include <i>Career Development for Instruction in Grades Prekindergarten – Grade 12</i> , as per COMAR 13A.04.10.01	Develop monitoring tool for all schools to compile and report career development activities PreK-12 (Summer/Fall 2009)	Tool is developed and utilized
		Monitor student usage of Internet-based programs including the Bridges <i>Career Explorer</i> program (Fall 2009)	Review annual report of program usage
2.2e.13	Identify, implement, evaluate, and refine approved magnet and specialized programs	Implement second year of International Baccalaureate magnet program at Edgewood High School (Throughout 2009-10 School Year)	Program implemented
		Implement the Natural Resources and Agricultural Sciences magnet program at NHHS (Throughout 2009-10 School Year)	Plan in progress
		Continue implementation phasing for the Homeland Security and Emergency Preparedness specialized program (JOHS); Biomedical Sciences specialized program at BAHS (Throughout 2009-10 School Year)	Implementation progressing as planned
		Evaluate and refine the program at the Science and Mathematics Academy <ul style="list-style-type: none"> • Monitor the second graduating class as they begin their college careers in order to receive feedback on the program • Evaluate total program and revise as needed • Identify student population for 09-10 school year (Summer 2009) 	Refinements documented; surveys reviewed; Staff and student population identified

Operational Objective 2.2f:

Enhance the post-high school preparation of all secondary students.

Indicators for Operational Objective 2.2f	
<ul style="list-style-type: none"> • Incremental improvement in graduation rate and a commensurate reduction in student dropout rate as defined by the State • Implementation of the Comprehensive Secondary School Reform Plan • All third and fourth year high school students will receive individual, annual, career counseling and post-secondary educational planning • 100% of high school students will have a 6-year plan 	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
2.2f.1	Enhance senior year offerings to promote student involvement and success	Develop possible programmatic options for the senior year in conjunction with related elements in the Comprehensive Secondary School Reform Plan (Throughout 2009-10 School Year)	Work will be revised and implemented as possible
2.2f.2	Utilize the career clusters as a means for managing programs of study for high school students and develop the necessary curricular components for implementing the delivery of required courses for Fall 2010	Implement professional development for secondary ILT's, teachers, and counselors on the career cluster program (Throughout 2009-10 School Year)	Professional development feedback
2.2f.3	Provide professional development as needed regarding <i>Career Development for Instruction in Grades Prekindergarten – Grade 12</i> , as per COMAR 13A.04.10.01	Share professional development regarding the <i>Maryland Career Development Framework, K-12</i> with supervisory personnel as possible (Throughout 2009-10 School Year)	Professional Development held as possible
2.2f.4	Monitor and report the number of students participating in non-traditional CTE programs	Utilize disaggregated data from MSDE-generated Subpopulation Charts on Career and Technology Education enrollment to develop strategies for balancing student participation (Summer 2009)	Number of students participating in non-traditional programs identified
2.2f.5	Institutionalize the CSSRP components that affect juniors and readiness of those components that affect seniors in Fall 2009	Develop possible programmatic options for the senior year in conjunction with related elements in the CSSRP (Throughout 2009-10 School Year)	Work will be revised and implemented as possible
2.2f.6	Offer coursework that supports student post-secondary activities	Review and refine all articulated agreements (Throughout 2009-10 School Year)	Articulation agreements have been reviewed and revised as needed

Operational Objective 2.2f:

Enhance the post-high school preparation of all secondary students.

Indicators for Operational Objective 2.2f	
<ul style="list-style-type: none"> • Incremental improvement in graduation rate and a commensurate reduction in student dropout rate as defined by the State • Implementation of the Comprehensive Secondary School Reform Plan • All third and fourth year high school students will receive individual, annual, career counseling and post-secondary educational planning • 100% of high school students will have a 6-year plan 	

2.2f.6 Cont.	Offer coursework that supports student post-secondary activities	Monitor and revise existing Career and Technology Education articulated programs/Tech Prep; Develop new articulated programs as needed (Throughout 2009-10 School Year)	Revised Tech Prep programs are approved by MSDE; new programs developed as needed
2.2f.7	Provide annual career counseling and post-secondary educational planning opportunities for students, grades 8-12, using a 6-year planning tool	Develop a framework for an on-line version of a 6-year planning tool contingent upon available technology (Throughout 2009-10 School Year)	Framework developed
		Utilize school counselors for classroom presentations, Internet searches, and counseling sessions for high school and middle school students to discuss and refine plans for careers and post-secondary education (Throughout 2009-10 School Year)	School counselor documentation in career domain template; Career Explorer documentation
2.2f.8	Implement career counseling for all juniors and seniors. Require annual career counseling and post-secondary educational planning for all students within two years of graduation from high school using a 4+2-6-year planning tool.	Deleted; incorporated into 2.2f.7	
2.2f.9	Explore implementation of MSDE's <i>Advisory Career Development</i> concept of the HCPS Comprehensive Secondary School Reform Plan	Provide support for schools choosing to use the <i>Advisory Career Development</i> concept as possible (Throughout 2009-10 School Year)	Support provided as possible

Operational Objective 2.3a:

Introduce School Improvement Teams to the integrated management process (CLS) for continuously improving student achievement.

Indicators for Operational Objective 2.3a	
<ul style="list-style-type: none"> • Increase school system personnel’s understanding of the integrated management process, Classroom Learning System (CLS) • Increase teacher use of the integrated management process (CLS) in the classroom 	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
2.3a.1	Incorporate CLS in school improvement planning	Include CLS initiatives in School Improvement Plans (Throughout 2009-10 School Year)	Review School Improvement Plans
2.3a.2	Strategy deleted		
2.3a.3	Increase the number of school sites and employees utilizing the CLS	Provide CLS training for faculty and staff through the Continuing Professional Development course (Throughout 2009-10 School Year) Provide program-related resources where possible (Throughout 2009-10 School Year)	Number of faculty/staff utilizing the CLS program within the classroom instructional process
2.3a.4	Explore the relationship between CLS in the classroom and student achievement	Collect student achievement data comparing students in CLS classrooms to those not involved in the CLS process (Throughout 2009-10 School Year)	Comparative analysis reports
2.3a.5	Incorporate CLS in classrooms to support student ownership of learning	Continue to support schools and teachers as they implement CLS strategies in their classrooms (Throughout 2009-10 School Year)	Teacher feedback

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**Harford County Public Schools
Bridge to Excellence Master Plan**

Board of Education of Harford County 2003-2008 Master Plan Goal 3:

“Ensure the effective use of all resources focusing on the areas of technology, fiscal and budgetary management, and community partnerships.”

In order to move maximum funding to achievement of the school system’s critical mission, the Board of Education of Harford County believes that it is important to know in a business sense that the school system is operating at peak performance. To ensure efficient and effective utilization of resources, excellent fiscal management is critical, as are technological and administrative supports within the system.

The Board of Education of Harford County recognizes further that the significant contributions of parents and families in support of student academic achievement are essential to the desired long-term outcome for students. Partnerships with parents are further enhanced through numerous rich and rewarding associations with businesses, colleges and universities, government, civic and other volunteer organizations.

Current practices that are ongoing in the area of public engagement which support this goal include the publication of various initiatives, as well as the use of electronic and other systems to disseminate public information and gather feedback. In addition, contacts are maintained with commercial media involving memos and news releases. Internal communication is maintained through e-mail systems, websites, SharePoint sites and an automated phone system. Also, electronic media is used through “Your Public Schools” half hour show, TV sports, school concerts, academic tournament and a variety of others. The public has immediate access to the superintendent and others on HCPS senior staff through an Action Line telephone number and Internet-based e-mail.

Board Goal 3 is aligned with significant portions of the Bridge to Excellence legislation and the Visionary Panel for Better Schools report. The strategies outlined in Goal 3 and contained within this document describe the support and assistance provided by the system to ensure the successful implementation of the five ESEA goals. Goal 3 strategies and objectives are reviewed and updated annually.

Each of the following HCPS 2009 BOE Strategic Plan goals has some alignment to the original HCPS Master Plan Goal 3 outcomes goals and operational objectives.

- BOE 2009 Strategic Plan Goal 1: Every child feels comfortable going to school
- BOE 2009 Strategic Plan Goal 2: Every child achieves personal and academic growth
- BOE 2009 Strategic Plan Goal 3: Every child benefits from accountable adults
- BOE 2009 Strategic Plan Goal 4: Every child connects with great employees
- BOE 2009 Strategic Plan Goal 5: Every child graduates reading to succeed

HCPS 2003-2008 Master Plan Goal #3: Ensure the effective use of all resources focusing on the areas of technology, fiscal and budgetary management, and community partnerships.

Outcome Goals

1. Make effective and efficient use of technology at all levels of HCPS.
2. Provide effective administration and fiscal management of resources.
3. Maximize communication with all stakeholders.

Operational Objectives

1. Make effective and efficient use of technology at all levels of HCPS.
 - a. Improve student learning through technology.
 - b. Improve staff's knowledge and skills to integrate technology into instruction.
 - c. Improve decision-making, productivity, and efficiency at all levels of the organization through the use of technology.
 - d. Improve equitable access to appropriate technologies among all stakeholders.
 - e. Improve the instructional uses of technology through research and evaluation.
2. Provide effective administration and fiscal management of resources.
 - a. Enhance the fiscal credibility of the school system with the local Board, County and State authorities, and local taxpayers.
3. Maximize communication with all stakeholders.
 - a. Provide the public with information on the successes of HCPS students, staff, programs, and schools.
 - b. Reach an ever-widening internal and external audience through internet and intranet web sites.
 - c. Expand relationships and collaborations within HCPS and the business community necessary to achieve meaningful academic partnerships.
 - d. Promote meaningful involvement of family members in the educational process.
 - e. Communicate internally to increase effective utilization of partnership activities as a viable curricular component.
 - f. Seek opportunities for community engagement.

Operational Objective 3.1a:
 Improve student learning through technology.

Indicator for Operational Objective 3.1a	
<ul style="list-style-type: none"> 100% compliance with the technology literacy standards as approved by MSDE and recommended by the HCPS Office of Technology 	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
3.1a.1	Provide digital content before, during and after school to support teaching and learning.	Develop policies and procedures and seek funding opportunities to provide digital resources to educators, students, parents, and communities before and after school hours, including collaboration with public libraries. (Office of Technology/Technology Steering Committee)	Steering Committee Minutes
		Promote purchasing of MEEC products for staff.	Number of MEEC purchases
		Explore methods to support after school digital access and home resources by the parental community.	Solutions identified
3.1a.2	Integrate digital content into all instruction, as appropriate, to support teaching and learning.	Establish a process, rubric, and criteria for developing electronic toolkits that provide lesson seeds and other instructional resources that incorporate technology and information literacy, and that are aligned to the Maryland Voluntary State Curriculum (VSC and HCPS curriculum). (Office of Curriculum and Instruction/OTIS)	Curricular documents that demonstrate integration of information literacy and technology
		Identify and promote instructional delivery models that use current and emerging technologies to support student learning. (Technology Liaisons, Content Supervisors, Supervisor of Library Services, IFs and mentors)	Unit lesson plans; Teacher observations and evaluation
		Develop a digital showcase of student and teacher work.	Number and quality of student and teacher work displayed at district digital showcase
		Implement and publish effective practices that use new and emerging technologies, especially as they relate to sustaining and enhancing a learning environment that is relevant, continuous, and adaptable. (OTIS)	Professional development plans that use current and emerging technologies to support student learning implemented

Operational Objective 3.1a:
Improve student learning through technology.

Indicator for Operational Objective 3.1a	
	<ul style="list-style-type: none"> 100% compliance with the technology literacy standards as approved by MSDE and recommended by the HCPS Office of Technology

3.1a.3	Expand student and staff access to curricula and support related to Maryland standards through online courses, content, collaboration, and support.	Continue partnerships with existing digital libraries such as Maryland Public Library Electronic Resource Consortium (MPLERC), Maryland Digital Library (MDL), and MDK12 Digital Library Consortium. (OTIS, Library and Media Services)	Online databases available in each school.
		Provide student, staff, and parent access to digital textbooks beyond the school day.	Digital textbooks accessible online and/or mobile media available for home use.
		Develop an e-Learning Community web site to provide access to: <ul style="list-style-type: none"> approved curriculum learning management system employee resources parent and student resources 	e-Learning community user survey
		Develop a support structure for local schools to provide adult education using digital resources.	Digital resources are available for adult education.
3.1a.4	Allow students access to instructional resources that incorporate universal design.	Continue to collaborate with Assistive Technology Team to promote and share “effective practices” in implementing digital content that accommodate diverse learning needs of all students. (Assistive Technology/OTIS)	Effective practices published on the e-Learning community
		Provide technology to students whose Individual Education Programs and 504 plans recommend or require additional technologies. (Assistive Technology Team/OTIS)	IEPS supported by budget and technologies implemented; 504 Plans supported by budget and technologies implemented
		Review policies and procedures for student digital access for currency and relevancy to student need.	Annual policy and procedure review with necessary updates

Operational Objective 3.1a:
 Improve student learning through technology.

Indicator for Operational Objective 3.1a	
<ul style="list-style-type: none"> 100% compliance with the technology literacy standards as approved by MSDE and recommended by the HCPS Office of Technology 	

3.1a.5	Provide, through HCPS website, coordinated access to information and resources through collaboration with and linkages to other portal providers.	Re-design the HCPS website so that it is organized in a user-friendly format with dynamic and relevant information, according to stakeholder feedback. (OTIS)	Content provided on the website including 'How to' features, FAQs, and crisis information
		Work with the Technology Steering Committee to guide the resource development of and policies for the site (OTIS)	Minutes of Technology Steering Committee
		Monitor effectiveness of the HCPS website. (OTIS)	Data collected on number of visits to the website; stakeholder feedback
3.1a.6	Enable all students to demonstrate mastery of technology literacy as specified in the: <ul style="list-style-type: none"> Maryland Student Technology Literacy Standards; School Library Media Voluntary State Curriculum; Technology Education Voluntary State Curriculum. 	Develop and implement a cross curricular tool roadmap by grade and subject area to publish model lesson plans and assessment items to measure technology-related knowledge and skills. (OTIS/Office of Curriculum and Instruction)	School measures reported to state
		Ensure that School Improvement Plans include technology plans with strategies that incorporate the Maryland Technology Literacy Standards for Students into regular instruction. (Teachers, School Admin., Technology Liaisons, OTIS, Supervisor of Library/ Media Services, School Improvement Coordinator)	Grade level planning tool in place to measure tech literacy;
		Library media specialists collaborate with classroom teachers, other educators, and public libraries to provide authentic learning experiences that develop proficiency in information literacy, communication, and technology literacy skills. (Library Media Services/OTIS)	Supervisor of Library Services monthly reports

Operational Objective 3.1b:
 Improve staff's knowledge and skills to integrate technology into instruction.

Indicator for Operational Objective 3.1b	
<ul style="list-style-type: none"> Incorporate technology standards into instruction moving from a teacher-centered to a student-centered environment focused on continuous improvement. 	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
3.1b.1	Enable all teachers and library media specialists to meet State-established standards for technology literacy.	Incorporate technology requirements into professional development plans. (OTIS, School Administrators, IF and mentors, Content Supervisors, Central ILT)	Professional Development Plans
		Seek funding to move toward 1:1 mobile laptop computing model	Funding obtained in Capital Budget
		Explore ways to integrate the Maryland Teacher Technology Standards (MTTS) and Maryland Technology Literacy Standards for Students (MTLSS) into all professional development programs, including courses for recertification and continuing professional development, and content specific professional development coordinated through the Office of Curriculum and Instruction. (Office of Curriculum and Instruction/ OTIS)	School Technology Plans; Content Curricular Specific SharePoint sites
		Encourage schools to use the Maryland Teacher Technology Inventory to measure teacher technology literacy and shape professional development opportunities at the system and school levels.	Maryland Teacher Technology Inventory
		Assist staff in structuring their individual professional development plans for meeting the Standards with requirements tied to recertification (HR)	Professional Development Plans
		Develop a process to review school improvement plans and strategies for using technology to support school improvement goals. (OTIS/CENTRAL ILT/Coordinator of School Improvement)	Individual School Improvement Plans
		Extend professional development resources to Adult Education Programs as appropriate. (OTIS/ CENTRAL ILT Teams/Office of Professional Development)	SharePoint Online Professional Development for Teachers

Operational Objective 3.1b:
 Improve staff's knowledge and skills to integrate technology into instruction.

Indicator for Operational Objective 3.1b			
<ul style="list-style-type: none"> Incorporate technology standards into instruction moving from a teacher-centered to a student-centered environment focused on continuous improvement. 			
3.1b.1 cont.	Enable all teachers and library media specialists to meet State-established standards for technology literacy.	Share models of successful professional development that address the Maryland Teacher Technology Standards through strategic partnerships and the Professional Development Coordinator. (OTIS/CENTRAL ILT Teams/Office of Professional Development, Content Supervisors, Supervisor of Library Svcs.)	Develop showcase opportunities (electronically/gallery walks)
		Develop high-quality professional development hybrid and online resources and e-communities to provide anytime, anywhere course opportunities and support for technology infusion. (OTIS/Office of Curriculum and Instruction)	Professional development modules developed
		Determine a process to include multiple measurements to collect quality, consistent data in measuring the progress of teachers in mastering the Maryland Teacher Technology Standards. (OTIS/CENTRAL ILT) <ul style="list-style-type: none"> Develop process and pilot to include: <ul style="list-style-type: none"> Technology standard look for's Observation tool for collection Implement and report Report to MSDE yearly on progress toward meeting the goal Consider how best to integrate the reporting into the Master Plan process 	Process indentified: Solicit funding through annual budget submissions
		Consider ways to acknowledge teachers that have achieved proficiency on meeting the standards such as professional credits, local awards, and conference attendance. (OTIS, Technology Liaisons)	Observations and feedback from Maryland Teacher Technology Inventory
		Build internal capacity in SharePoint to support technology-related professional development using district and school administrators, county or school-based technology infusion specialists, school library media specialists, teachers, and other knowledgeable partners. (OTIS)	Implement both internal and external access to Share Point for all teachers

Operational Objective 3.1b:
 Improve staff's knowledge and skills to integrate technology into instruction.

Indicator for Operational Objective 3.1b	
<ul style="list-style-type: none"> Incorporate technology standards into instruction moving from a teacher-centered to a student-centered environment focused on continuous improvement. 	

3.1b.1 cont.	Enable all teachers and library media specialists to meet State-established standards for technology literacy.	Develop evaluation criteria and standards-based tools that can be used by school and central office administrators in observations to evaluate an instructional staff member's competency related to the Standards. (OTIS/CENTRAL ILT)	Criteria created for evaluations
		Add technology requirements into all instructional staff job descriptions.	Job descriptions revised
3.1b.2	Ensure all administrators at the school and district levels will meet State-established standards for technology-related knowledge and skills.	Align the Maryland Technology Standards for School Administrators with the Maryland Instructional Leadership Framework to guide professional development for administrators. (OTIS/Office of Professional Development)	Maryland Administrator Technology Inventory
		Seek funding to move toward 1:1 mobile laptop computing model	Maryland Online Inventory
		Adopt and implement the Maryland Technology Standards for School Administrators. (State, Local)	Standards adopted and implemented
		Use the online technology toolkit for administrators to assess the knowledge and skills of administrators and assist them in creating professional development plans for meeting the Standards. (OTIS/CENTRAL ILT)	School Technology Plans
		Develop high-quality professional development hybrid and online courses to provide anytime, anywhere course opportunities for administrators. (OTIS/CENTRAL ILT)	Administrator Levels of Use
		Provide professional development opportunities for administrators and administrator candidates to understand the Maryland Teacher Technology Standards and the Maryland Technology Literacy Standards for Students. (OTIS/CENTRAL ILT)	Proficiency measurement reported

Operational Objective 3.1b:
 Improve staff's knowledge and skills to integrate technology into instruction.

Indicator for Operational Objective 3.1b	
<ul style="list-style-type: none"> Incorporate technology standards into instruction moving from a teacher-centered to a student-centered environment focused on continuous improvement. 	

3.1b.2 Cont.	Ensure all administrators at the school and district levels will meet State-established standards for technology-related knowledge and skills.	Develop evaluation criteria and standards-based tools that can be used by central office staff in observations to evaluate administrators' competency related to the Standards. (OTIS/CENTRAL ILT)	Local evaluation tool developed and implemented
		Determine a process to measure the progress of administrators in mastering the Maryland Technology Standards for School Administrators in order to meet federal reporting requirements. (OTIS/CENTRAL ILT) <ul style="list-style-type: none"> Develop process and pilot Implement and report Report to MSDE yearly on progress toward meeting the goal Consider how best to integrate the reporting into the Master Plan process 	Process determined; pilot implemented
		Add technology requirements into all administrator job descriptions.	HR job description
3.1b.3	Provide one instructional technology infusion specialist for every 100 instructional and administrative staff members to assist with professional development and curriculum integration.	Explore funding models to move toward meeting the instructional technology support target. (OTIS/CENTRAL ILT)	Online Technology Inventory of each school (annually)
		Develop a job description for technology infusion specialist. (OTIS/Department of Human Resources)	HR Job description
		Evaluate the effectiveness of instructional technology support. (OITS/CENTRAL ILT)	Customer survey
		Share models of effective implementation. (OTIS/CENTRAL ILT)	Job Description approved and published

Operational Objective 3.1b:
 Improve staff's knowledge and skills to integrate technology into instruction.

Indicator for Operational Objective 3.1b	
<ul style="list-style-type: none"> Incorporate technology standards into instruction moving from a teacher-centered to a student-centered environment focused on continuous improvement. 	

3.1b.4	Provide professional development for teachers on the integration of technology into the curriculum	Provide professional development opportunities to explore: <ul style="list-style-type: none"> Software Instructional strategies 	Professional development agendas and evaluations
		Integrate technology into the curriculum during curriculum review and revision	Revised curriculum
		Develop an annual technology summit for stakeholders involved in technology training (OTIS, AT, PD)	Agenda and participation list

Operational Objective 3.1c:

Improve decision-making, productivity, and efficiency at all levels of the organization through the use of technology.

Indicator for Operational Objective 3.1c	
<ul style="list-style-type: none"> Utilize appropriate digital reporting tools to measure continual growth in all areas of administrative functions and operational processes 	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
3.1c.1	Use electronic information and communication tools to improve management and operational efficiency.	Provide high-quality professional development opportunities for HCPS staff to acquire and expand job-specific technology-related skills. (OTIS/Curriculum & Instruction)	PD agendas
		Add technology requirements into all staff job descriptions.	HR Job Description
		Implement and support a learning management system (LMS). (OTIS/C&I)	Systems researched; funding obtained and pilot implemented
3.1c.2	Provide leadership and support in access to and use of technologies for administrative and operational purposes.	Develop business intelligence reporting for central office and school-based management.	Business intelligence application implemented
		Revamp ERP security	District ERP system
		Develop service oriented architecture connecting management systems with student information systems	Coordinated and global online resource of training resources
		Adopt operational leave management application	District application for leave management results analyzed
		Develop and implement a work request management application integrated with corporate email	Ongoing audits of work request application
		Deliver training and support for implementation and operations of the instructional data management system(s). (Curriculum & Instruction; OA)	Training and support provided

Operational Objective 3.1c:

Improve decision-making, productivity, and efficiency at all levels of the organization through the use of technology.

Indicator for Operational Objective 3.1c			
<ul style="list-style-type: none"> Utilize appropriate digital reporting tools to measure continual growth in all areas of administrative functions and operational processes 			
3.1c.3	Develop processes and strategies to provide access to digital resources, data, and information before and after school hours	Research, acquire, and maintain systems that will provide anytime, anywhere access to resources, data, and information with appropriate access rights and systems to provide electronic communication (community portal). (OTIS)	HCPS Technology Plan; Community portal implemented
		Expand the use of SharePoint at the school level, including, but not limited to PLC facilitation	SharePoint School Sites
3.1c.4	Develop processes and strategies to provide electronic communication with educators, students, parents, and the community	Collect and publish local school system strategies for effective communication between the school and home/community. (OTIS/Communications Office)	Strategies document published
		Implement Edline in elementary schools to include the development of the Super User support program used in secondary schools. (OTIS)	Active Edline parent and student accounts
		Collaborate with BOE to establish district standards for more effective use of Edline. (OTIS)	BOE action
		Partner with public libraries to offer communities greater access anytime, anywhere to electronic communication and computer equipment. (OTIS)	HCPS Technology Plan
3.1c.5	Research, procure and/or develop, and implement instructional data management systems, integrated student information systems, and curriculum/content management systems.	Ensure that local needs assessment policies, procedures, and evaluation criteria include expectations for the use of student information systems, curriculum/content management systems, instructional management systems, and learning management systems to inform local program and instructional decisions. (OTIS/C&I/OA)	HCPS Policy and Procedure documents; Acceptable Use Policy; LMS survey
		Explore and pilot a more robust and user-friendly instructional management tool/system for reporting student data (C&I/OA)	Instructional data management system selected
		Expand the ad hoc school-based query capability of student information	Additional query capability provided

Operational Objective 3.1c:

Improve decision-making, productivity, and efficiency at all levels of the organization through the use of technology.

Indicator for Operational Objective 3.1c	
<ul style="list-style-type: none"> Utilize appropriate digital reporting tools to measure continual growth in all areas of administrative functions and operational processes 	

3.1c.5 cont.	Research, procure and/or develop, and implement instructional data management systems, integrated student information systems, and curriculum/content management systems.	Implement and support a data warehouse	Funding obtained; data warehouse project commenced
		Research and develop real time data collection for multiple purposes for all stakeholder levels including student attendance and student assessment	Systems identified and funding obtained
		Provide professional development opportunities for HCPS instructional personnel to effectively use the web-based instructional management tools to access and analyze student performance data, and to use the results of analysis to inform instructional decisions. (Office of Account./CENTRAL ILT)	PD agendas
		Develop, document and share effective practices and protocols in security design and management to ensure the confidentiality, privacy, and integrity of student and staff data, as well as protect school system data. (OTIS)	Effective practices and helpful hints published
3.1c.6	Make available student, school, and district data provided by the State for analysis and decision-making.	Review and analyze state assessment results of student progress. (Curriculum and Instruction/Office of Accountability/CENTRAL ILT/Coordinator of School Improvement)	Review School Improvement Plans for attention to data-driven school improvement initiatives; BTE Annual Update to the Master Plan will include data analysis and plan of action
3.1c.7	Post all new curricular documents on the HCPS Intranet	Maintain the curriculum guides from all subject areas which are posted to the intranet (Throughout 2009-10 School Year)	Feedback from curriculum supervisors
		Post each guide as approved by the GCC (Throughout 2009-10 School Year)	Approved guides posted to the Intranet

Operational Objective 3.1c:

Improve decision-making, productivity, and efficiency at all levels of the organization through the use of technology.

Indicator for Operational Objective 3.1c	
<ul style="list-style-type: none"> Utilize appropriate digital reporting tools to measure continual growth in all areas of administrative functions and operational processes 	

3.1c.8	Monitor the implementation and operations of the instructional data management system	Convene meetings of the IOC as needed to discuss user feedback and s enhancements in order to make informed decisions regarding site evalu and development (Throughout the 2009-10 school year)	Meetings held as needed
		Keep administrators and instructional supervisory personnel up-to-date regarding enhancements to increase the effectiveness of the instructional management system (Throughout the 2009-10 school year)	Updates provided for ILT members and other personnel as needed
3.1c.9	Use technology to detect unlawful entry to HCPS' networks and servers and maintain a one-time password token technology to enhance security for one-time systems	Implement one-time password technology through use of Smart Cards on all servers and routers	All servers and network routers have one-time password technology applied

Operational Objective 3.1d:
 Improve equitable access to appropriate technologies among all stakeholders

Indicator for Operational Objective 3.1d	
<ul style="list-style-type: none"> Increase performance of all learners by maintaining the highest level of access in operational/computational efficiency 	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
3.1d.1	Provide: <ul style="list-style-type: none"> One high performance computer per educator for administrative and instructional use; 3:1 student-to-computer ratio at the elementary school level to provide on-demand, equitable access to a variety of technological tools; Access to a variety of other technology devices to maximize student learning; One computer projection device or display unit per classroom and other instructional areas; Connection to a broadband speed LAN/WAN from every instructional and administrative area, including all re-locatable classrooms, to support the use of high-quality digital learning resources; and A secure computing environment to ensure safe access and information integrity 	Maintain the 4 year refresh cycle for instructional computers. (OTIS)	Annual Online Technology Inventory of each school
		Address strategies to purchase additional computers to meet the 3:1 student to computer ratio. elementary(OTIS)	HCPS Technology Plan
		Address strategies to purchase additional computers to meet the 1:1 student to computer ratio. secondary(OTIS)	Collaborative data collection pilots on new and emerging technologies
		Address strategies to purchase additional computers to meet the 1:1 mobile computing for teachers and administrators (OTIS)	Collaborative data collection pilots on new and emerging technologies
		Explore SMS technologies for the use of emergency awareness	Utilization of Operating Systems and applications
		Implement strategies, such as Return on Investment (ROI), through collaborative data collection pilots that assist with cost savings for technology planning. (OTIS/Office of Research and Accountability)	Relative interactive tools
		Provide systematic upgrades to maximize data collection, retrieval and analysis	HCPS Policies and Procedures; Upgrades documentation
		Provide systematic upgrades to maximize multimedia and telecommunication systems	HCPS Policies and Procedures; Upgrades documentation
		Purchase new and/or upgrade the technology/equipment for CTE programs	Technology/equipment upgraded and/or purchased as needed
		Implement emerging technologies that repurpose the learning space	Computing, multimedia, telecommunication and networking
Assess long-term connectivity and bandwidth needs and implement strategies for meeting them. (OTIS)	Continued participation on HCMAN Consortia		

Operational Objective 3.1d:
 Improve equitable access to appropriate technologies among all stakeholders

Indicator for Operational Objective 3.1d	
<ul style="list-style-type: none"> Increase performance of all learners by maintaining the highest level of access in operational/computational efficiency 	

3.1d.1 cont.	Provide: <ul style="list-style-type: none"> One high performance computer per educator for administrative and instructional use; 3:1 student-to-computer ratio at the elementary school level to provide on-demand, equitable access to a variety of technological tools; Access to a variety of other technology devices to maximize student learning; One computer projection device or display unit per classroom and other instructional areas; Connection to a broadband speed LAN/WAN from every instructional and administrative area, including all re-locatable classrooms, to support the use of high-quality digital learning resources; and A secure computing environment to ensure safe access and information integrity 	Assess long term wireless connectivity needs and implement strategies for meeting them.	Develop long-term plan to install wireless LANs in existing schools
		Immerse K-12 students within an interactive classroom environment to enhance student engagement	Acquire funding to purchase interactive technology devices
		Review and revise local school system Acceptable Use and Internet Safety policies to reflect the current and emerging online environment. (OTIS)	AU policies reviewed
		Maintain compliance with the federal Children’s Internet Protection Act (CIPA) to be eligible for federal funds. (OTIS)	E-Rate filings

Operational Objective 3.1d:
 Improve equitable access to appropriate technologies among all stakeholders

Indicator for Operational Objective 3.1d	
<ul style="list-style-type: none"> Increase performance of all learners by maintaining the highest level of access in operational/computational efficiency 	

3.1d.1 cont.	Provide: <ul style="list-style-type: none"> One high performance computer per educator for administrative and instructional use; 3:1 student-to-computer ratio at the elementary school level to provide on-demand, equitable access to a variety of technological tools; Access to a variety of other technology devices to maximize student learning; One computer projection device or display unit per classroom and other instructional areas; Connection to a broadband speed LAN/WAN from every instructional and administrative area, including all re-locatable classrooms, to support the use of high-quality digital learning resources; and A secure computing environment to ensure safe access and information integrity 	Continue the partnership of the MDK-12 Digital Library (OTIS/Library and Media Services)	Digital library funded and utilized
		Maintain an online back-up service for all servers to retrieve critical information in near real time	Service contract
		Continue to evaluate and upgrade a disaster recovery plan.	6-month disaster recovery team meeting
3.1d.2	Implement policies and procedures to address equivalent accessibility to technology-based products for students, as defined by Education Article §7-910 of the Public Schools - Technology for Education Act.	Ensure that all software and hardware purchases for student use are in compliance with Education Article §7-910 of the Public Schools - Technology for Education Act. (OTIS, Curriculum Supervisors)	Approved Accessible Technology Software List located on the HCPS intranet
		Continue to collaborate with stakeholders to promote compliance	Accessible Technology Resources and Templates located on the intranet

Operational Objective 3.1d:
 Improve equitable access to appropriate technologies among all stakeholders

Indicator for Operational Objective 3.1d	
<ul style="list-style-type: none"> Increase performance of all learners by maintaining the highest level of access in operational/computational efficiency 	

3.1d.3	Provide access to technology outside of school hours for all learners.	Develop plans, including policies and procedures, for after school access to computers and other technologies and resources, especially in areas where technology is not available in homes. (OTIS)	Annual Online Technology Inventory of each school
		Continue to support the extended day and extended year intervention programs as identified for all learners (At risk, gifted and talented, adult learners) (OTIS/Office of Curriculum and Instruction)	Individual school improvement plans
		Collaborate with non-public organizations, public libraries, community centers and institutions of higher educator to explore extended learning opportunities. (OTIS)	Longitudinal Data Management System
3.1d.4	Provide: <ul style="list-style-type: none"> Technical support using a locally established response system, including an adequately staffed, efficient help desk; At least one full-time technical support person for every 300 computers; At least one full-time LAN administrator per 40 servers; and At least one full-time WAN administrator per 25 sites. At least one full-time Information Security Administrator 	Publish “effective practices” for implementing efficient and effective technical support in local school systems. (OTIS)	Alitris Work Order System
		Refine the multi-tiered response system for service requests that is based on the level of impact on the end users of the malfunctioning technology. (OTIS)	SharePoint Site for Client/Server Support Team

Operational Objective 3.1d:
 Improve equitable access to appropriate technologies among all stakeholders

Indicator for Operational Objective 3.1d	
<ul style="list-style-type: none"> Increase performance of all learners by maintaining the highest level of access in operational/computational efficiency 	

3.1d.4 cont.	Provide: <ul style="list-style-type: none"> Technical support using a locally established response system, including an adequately staffed, efficient help desk; At least one full-time technical support person for every 300 computers; At least one full-time LAN administrator per 40 servers; and At least one full-time WAN administrator per 25 sites. At least one full-time Information Security Administrator 	Continue to evaluate ratios of computers to computer technicians for timely support. (OTIS)	Technician Staffing Spreadsheet
		Develop standards for the knowledge and skills needed by technical support staff. (OTIS)	Technical support staff standards
		Provide ongoing training for technical support. (OTIS)	Technical support staff standards; Monthly computer technician meetings minutes
		Continue to monitor and evaluate the effectiveness of the multi-layered security model	Monthly computer technician meetings minutes

Operational Objective 3.1e:
 Improve the instructional uses of technology through research and evaluation.

Indicator for Operational Objective 3.1b	
<ul style="list-style-type: none"> Incorporate continuous research and analysis of technology integration for growth and development of the instructional program 	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
3.1e.1	Address needs, through HCPS Bridge to Excellence Master Plans/Updates and Technology Plans, identified from an analysis of data from the Online Technology Inventory Report and other sources.	Review planning documents for the inclusion of strategies to address local technology needs based on an analysis of data from the Online Technology Inventory Report and other sources (OTIS/SIT/Tech Liaisons)	HCPS Master Plan and Update documents; HCPS Technology Plan; School Tech Plans; HCPS Board of Ed Strategic Plan; Annual Online Maryland Technology Inventory; HCPS needs assessments and data collection results; HCPS Enhancing Education through Technology grant proposal and evaluation
		Conduct onsite visits and engage in ongoing dialogue with schools to monitor progress toward goals and objectives of School Technology Plans, to collect promising practices, and to ascertain technical assistance need. (OTIS,CENTRAL ILT Teams)	
		Develop and implement an annual customer satisfaction survey.	
3.1e.2	Monitor The Maryland Educational Technology Plan for the New Millennium.	Maintain ongoing communication with stakeholders to provide information and build awareness of the strengths and challenges related to educational technology. (OTIS/Technology Steering Committee)	Maryland Technology Inventory; HCPS Technology Steering Committee minutes; School tech plans; HCPS needs assessments and data collection reports
		Monitor school technology plans through collaboration with the Office of Technology, Technology Steering Committee, and the Principal Advisory Committee (OTIS, Technology Steering Committee)	Maryland Technology Inventory; HCPS Technology Steering Committee minutes; School tech plans; HCPS needs assessments and data collection reports

Operational Objective 3.1e:

Improve the instructional uses of technology through research and evaluation.

Indicator for Operational Objective 3.1b			
<ul style="list-style-type: none"> Incorporate continuous research and analysis of technology integration for growth and development of the instructional program 			
3.1e.2 cont.	Monitor The Maryland Educational Technology Plan for the New Millennium	Participate in and review data from the annual Online Technology Inventory and the NetDay Speak Up Surveys(OTIS, School Staff, Students, and Parents)	Online Technology Inventory; NetDay Speak Up results
3.1e.3	<p>Collaborate with MSDE and the Maryland Instructional Technology Advisory Council to build capacity to evaluate instructional technology programs and initiatives related to the effective use of technologies for teaching and learning to:</p> <ul style="list-style-type: none"> Be informed about existing research on the effective use of technologies for teaching and learning; Conduct research studies, linked to national and state standards, to assess the impact of technology on teaching and learning by implementing specific programs and interventions such as: School reform models; Instructional strategies for targeted subgroups and students at risk; New models for professional development; and Innovative models of instructional practice. 	Participate in high quality professional development to understand scientifically based research and how to design and conduct effective research. (OTIS/Office of Research and Accountability)	MSDE Website
		Continue to research and evaluate the effective use of integrated activities (OTIS/Office of Research and Accountability/Instructional Technology Steering Committee)	Maryland/National Conference Programs

Operational Objective 3.1e:
 Improve the instructional uses of technology through research and evaluation.

Indicator for Operational Objective 3.1b

- Incorporate continuous research and analysis of technology integration for growth and development of the instructional program

3.1e.3 cont.	Collaborate with MSDE and the Maryland Instructional Technology Advisory Council to build capacity to evaluate instructional technology programs and initiatives related to the effective use of technologies for teaching and learning to: <ul style="list-style-type: none"> • Be informed about existing research on the effective use of technologies for teaching and learning; • Conduct research studies, linked to national and state standards, to assess the impact of technology on teaching and learning by implementing specific programs and interventions such as: School reform models; Instructional strategies for targeted subgroups and students at risk; New models for professional development; and Innovative models of instructional practice. 	Continue to utilize a third party grant evaluator to design and conduct research for both internal and external evaluation (OTIS)	Enhancing Education through Technology Evaluations
		Explore models and research through a statewide Website and state/national conferences to provide information about conducting quality research, to provide models of effective practice, and to improve the use of instructional technology in education(OTIS/Office of Accountability and Research)	Pilot Measurement tools
		Collaborate with mentors to develop and implement technology integration case studies	Technology Use and Implementation Tool

Operational Objective 3.1e:
 Improve the instructional uses of technology through research and evaluation.

Indicator for Operational Objective 3.1b			
<ul style="list-style-type: none"> Incorporate continuous research and analysis of technology integration for growth and development of the instructional program 			

3.1e.3 cont.	Collaborate with MSDE and the Maryland Instructional Technology Advisory Council to build capacity to evaluate instructional technology programs and initiatives related to the effective use of technologies for teaching and learning to: <ul style="list-style-type: none"> Be informed about existing research on the effective use of technologies for teaching and learning; Conduct research studies, linked to national and state standards, to assess the impact of technology on teaching and learning by implementing specific programs and interventions such as: School reform models; Instructional strategies for targeted subgroups and students at risk; New models for professional development; and Innovative models of instructional practice. 	Implement a software management system that reports client application use.(OTIS)	Technology Use and Implementation Tool
		Implement a Technology Use Implementation tool to gauge frequency and purpose of technology use	
3.1e.4	Re-establish a Technology Advisory Committee with a focus of providing a check and balance to the HCPS Technology Plan for sustainability and innovations	Identify key stakeholders	Meeting Minutes

Operational Objective 3.1e:
 Improve the instructional uses of technology through research and evaluation.

Indicator for Operational Objective 3.1b	
<ul style="list-style-type: none"> Incorporate continuous research and analysis of technology integration for growth and development of the instructional program 	

3.1e.4 Cont.	Re-establish a Technology Advisory Committee with a focus of providing a check and balance to the HCPS Technology Plan for sustainability and innovations	Determine course of action for feedback related to revisions and new innovations of HCPS Technology Plan	Meeting Minutes
		Develop and implement methods for monitoring implementation of the goals outlined in the HCPS Technology Plan	Implementation timeline

Operational Objective 3.2a

Enhance the fiscal credibility of the school system with the local Board, County, and State authorities, and local taxpayers.

Indicator for Operational Objective 3.2a	
<ul style="list-style-type: none"> Fiscal credibility will be increased with the implemented Lawson 9.0 and with deliberate, attentive financial reporting. 	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
3.2a.1	Complete the upgrade to the 9.0 Integrated Business Suite software (Lawson)	Strategy completed in November 2008	
3.2a.2	Obtain the Distinguished Budget Presentation Award from Government Finance Officers Association	Ensure compliance with criteria disclosures for the award program	Obtained the award
3.2a.3	Obtain the Certificate of Achievement for Excellence in Financial Reporting from the Government Finance Officers Association	Ensure compliance with criteria disclosures for the award program	Obtained the award
3.2a.4	Provide quarterly financial reporting to the BOE, the county and the public	Prepare quarterly financial info and disclosure	Updates presented to the Board and sent to the county government

Operational Objective 3.3a:

Provide public with information on the successes of HCPS students, staff, programs, and schools.

Indicator for Operational Objective 3.3a	
<ul style="list-style-type: none"> Pertinent school and student information will be shared with the public utilizing a variety of media. 	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
3.3a.1	Publish Annual Report	Collect financial, academic, service, and program information pointing out the successes of the Harford County Public Schools (Throughout 2009-2010 School Year)	Report published; Survey data on effectiveness of HCPS Annual Report
		Establish a theme for the Annual Report (Summer 2009)	
		Work with <i>The Aegis</i> in publishing the HCPS Annual Report and expand partnerships to broaden reach (Fall/Winter 2009)	
3.3a.2	Maintain internship in publications	Deleted; not cost-effective	
3.3a.3	Refine and expand automated communication systems for parent awareness	Maintain and expand automated phone system (Throughout 2009-2010 School Year)	Automated phone system activated and enhanced
		Research and implement new email notification system (Throughout 2009-2010 School Year)	Automated e-mail system selected, activated, and utilized
3.3a.4	Utilize public communication forums to highlight HCPS programs and accomplishments	Continue to utilize local cable access channel to highlight identified educational programs on the television show, <i>Your Public Schools</i> (Throughout 2009-2010 School Year)	Communication disseminated through media
		Research possible podcast communication strategies for implementation (Throughout 2009-2010 School Year)	
		Provide venues to promote parent and student interest in the magnet programs (Throughout 2009-2010 School Year)	Magnet programs promoted

Operational Objective 3.3a:

Provide public with information on the successes of HCPS students, staff, programs and schools.

Indicator for Operational Objective 3.3a
<ul style="list-style-type: none"> Pertinent school and student information will be shared with the public utilizing a variety of media.

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
3.3a.5	Expand HCPS involvement in community awareness activities	Participate in various public forums to promote HCPS successes and community involvement (Throughout 2009-2010 School Year)	Participation documented
		Continue to utilize the lobby information kiosk in the administration building to provide information to HCPS visitors (Throughout 2009-2010 School Year)	User feedback
		Expand the use of the electronic message board in lobby of administration building to inform public of key HCPS events and information (Throughout 2009-2010 School Year)	Message board updated regularly
3.3a.6	Publish Annual School Profiles	Design and electronically distribute pertinent updated school information/data to the public (Throughout 2009-2010 School Year)	Electronic distribution format designed and implemented
3.3a.7 New	Monitor HCPS Strategic Communication Plan	Implement and evaluate Phase I of the Strategic Communication Plan. (Throughout 2009-2010 School Year)	Phase I goals/objectives implemented

Operational Objective 3.3b:

Reach an ever-widening internal and external audience through Internet and Intranet web sites.

Indicator for Operational Objective 3.3b
<ul style="list-style-type: none"> Expand the use of the school system’s Intranet and Internet web sites to disseminate information

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
3.3b.1	Update and maintain internal and external web sites to provide a balance of relevant educational data and other school-based information	Maintain and refine Internet/Intranet user-friendly resources and Internet/Intranet delivered applications (Throughout 2009-2010 School Year)	Daily monitoring of the web sites by the web team and the Office of Public Information
		Post information to the web sites as provided by the Office of Public Information and other HCPS offices (Throughout 2009-2010 School Year)	Feedback from stakeholders through established link on the HCPS Internet/Intranet
		Provide guidance to the schools in the usage and enhancement of the school websites as a marketing tool (Throughout 2009-2010 School Year)	School websites enhanced as needed
		Continue to refine internal and external HCPS web sites in conjunction with Office of Technology (Throughout 2009-2010 School Year)	Web sites updated and refined as needed

Operational Objective 3.3c:

Expand relationships and collaborations within HCPS and the business community necessary to achieve meaningful academic partnerships

Indicator for Operational Objective 3.3c
<ul style="list-style-type: none"> There will be a documented increase in business/community partnerships in HCPS

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
3.3c.1	Maintain and expand partnerships	Continue to channel business support into four career clusters that support career development/awareness, career pathways and magnet program development (Throughout 2009-10 School Year)	Documented increase in partnership activities within all four career clusters
3.3c.2	Maintain and expand partnerships that support the fine arts program	Continue the Piano Loan Program (Spring 2010)	Renewal of the Piano Loan Program with Jason's Music
		Explore Side-by-Side partnerships with the Susquehanna Symphony and Deer Creek Chorale (Throughout 2009-10 School Year)	Programs implemented
		Continue to work with the School Concerts Committee to provide high quality programs in the arts and social studies for Pre-K-12 classrooms (Throughout 2009-10 School Year)	
		Continue Band Together Program to provide instruments to disadvantaged students (Throughout 09-10 School Year)	
		Continue the visiting-artists-in-residence program at identified schools (Throughout 2009-10 School Year)	
		Strengthen partnerships with universities and other outside sources in efforts to enhance music programs (Throughout 2009-10 School Year)	
3.3c.3	Provide guidance from the Office of Communications to other HCPS offices and schools	Expand the Office of Communication's role to counsel central office and school leadership on communication strategies (Throughout 2009-2010 School Year)	Updated crisis communication procedure as needed; scheduled meetings documentation

Operational Objective 3.3d:
Promote meaningful involvement of family members in the educational process.

Indicator for Operational Objective 3.3d
<ul style="list-style-type: none"> There will be a documented increase in parent/family involvement in HCPS

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
3.3d.1	Develop a parent communication plan Monitor parent communication plan	Deleted; incorporated into Strategy 3.3d.2	
3.3d.2	Continue to provide resources, training and support for the volunteer program	Continue to work with National Network of Partnership Schools through Johns Hopkins University to identify training programs and acquire skills to implement and maintain a quality parent involvement program (Throughout 2009-10 School Year)	Programs identified
		Review and refine the local action plan for volunteer partnerships in conjunction with the APG School Liaison Office (Throughout 2009-10 School Year)	Report published
		Develop a comprehensive database for teacher access to resources and volunteers from the community for classroom use (Throughout 2009-10 School Year)	Database established
3.3d.3	Continue to provide and promote parent education and involvement opportunities at each school	Work with local PTAs to secure a parent volunteer liaison at each school (Throughout 2009-10 School Year)	Parent volunteers identified
		Encourage schools to host activities which promote parent involvement and student achievement, such as Back-to-School nights, program orientations, and awards events (Throughout 2009-10 School Year)	Opportunities identified

Operational Objective 3.3d:
Promote meaningful involvement of family members in the educational process.

Indicator for Operational Objective 3.3d	
<ul style="list-style-type: none"> There will be a documented increase in parent/family involvement in HCPS 	

3.3d.3 cont.	Continue to provide and promote parent education and involvement opportunities at each school	Explore after-school adult educational opportunities for utilizing digital resources (Throughout 2009-10 School Year)	Pilot underway
3.3d.4	Maintain informed citizen advisory committees	Offer opportunities for interested citizens to join and participate in citizen advisory committees (Throughout 2009-2010 School Year)	Citizen advisory committees have met as intended
3.3d.5	Expand parent awareness of educational initiatives	<p>Schools will provide parents/guardians with an overview of the School Improvement Plans (Fall 2009)</p> <p>Develop informational brochures for parents/guardians which highlight student learning outcomes in CORE content areas. (Summer 2009)</p> <p>Maintain public relations efforts aimed at promoting magnet programs, such as parent letters, AlertNow messages, posters, video presentations, open house events, public website, etc. (Throughout 2009-10 School Year)</p>	SIP information shared

Operational Objective 3.3e:

Communicate internally to increase effective utilization of partnership activities as a viable curricular component.

Indicator for Operational Objective 3.3e	
<ul style="list-style-type: none"> Increase curricular based partnerships 	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
3.3e.1	Continue to promote internal collaboration aimed at increasing partnerships to support student learning	Facilitate a team of internal and external partners to research and recommend best practices for increasing partnerships to support student learning (Throughout 2009-10 School Year)	Recommendations published
		Conduct monthly meetings with business partners/Chamber of Commerce to enhance volunteer programs/internships in the schools (Throughout 2009-10 School Year)	Meetings held; internship placements established
		Continue collaboration with incoming BRAC organizations (Throughout 2009-10 School Year)	Meetings documented
		Hold informational sessions and tours for incoming BRAC families about HCPS registration, curriculum, attendance areas, schools, and policies and procedures (Throughout 2009-10 School Year)	Informational sessions/tours held
3.3e.2	Enhance teaching and learning by providing opportunities for educators to utilize linkages between today's business environment and the classroom	Maintain active program advisory committees for each CTE program (Throughout 2009-10 School Year)	Maintain Program Advisory Committees meeting dates and minutes

Operational Objective 3.3f:
Seek opportunities for community engagement.

Indicator for Operational Objective 3.3e
<ul style="list-style-type: none"> Increase the opportunities for the public to provide input to the school system

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
3.3f.1	Provide forums and avenues for the public to interact with the school system	Utilize the Alert Now and other systems to poll parents and the community on issues of importance (Throughout 2009-2010 School Year)	Archive of system uses
		Provide opportunities for the public to give feedback via contact forms available on website (Throughout 2009-2010 School Year)	Feedback inquiries responded to w/in 24-48 hours
		Continue to provide general public comment time on BOE meeting agenda for public to directly address Board members (Throughout 2009-2010 School Year)	Comment sign-up cards collected
		Provide town meeting forums to gather public input on important issues (Throughout 2009-2010 School Year)	Town Meeting Agendas

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**Harford County Public Schools
Bridge to Excellence Master Plan**

Board of Education of Harford County Master Plan Goal 4:

“Understanding that all employees contribute to the learning environment, we will maintain a highly qualified workforce.”

The Board of Education of Harford County recognizes the power of highly skilled employees in every position in the school system towards maximizing student achievement. The role of teachers is critical. Forty percent of what students gain in public education comes directly from the teacher. It is the responsibility of the school system to recruit, hire, and retain the best teachers available, and to provide all staff with high quality job-embedded professional development.

Current practices that are ongoing in the area of maintaining a highly-qualified workforce include the administration of employees’ health benefits programs, the certification of professional staff, employee transfer programs, employee negotiations processes, and employee compliance issues, such as the administration of the Americans with Disabilities Act and Family Medical Leave. Additional ongoing functions include employee internal investigations and criminal background checks, systemwide substitute teachers’ calling system, No Child Left Behind compliance reporting, annual staff reporting, and employee retirement coordination.

Board Goal 4 is aligned with significant portions of the Bridge to Excellence legislation and the Visionary Panel for Better Schools report. The strategies linked to the outcome goals and operational objectives for HCPS Board Goal 4 are updated annually. This document contains these updates.

The following Elementary and Secondary Education Act goal is included within Goal 4 of the Harford County Public School system:

- ESEA Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

HCPS Master Plan Goal 4: Understanding that all employees contribute to the learning environment, we will maintain a highly qualified workforce.

Outcome Goals

1. Ensure recruitment and retention of highly qualified employees at all levels of HCPS in line with state and federal mandates.
2. Utilizing the Affirmative Action Plan, recruit and retain African-American employees at all levels of HCPS.
3. Design and implement programs to train a highly qualified workforce.

Operational Objectives

1. Ensure recruitment and retention of highly qualified employees at all levels of HCPS in line with state and federal mandates.
 - a. Increase the pool of qualified applicants for the Harford County Public School System.
 - b. Maintain a high rate of job acceptance among qualified applicants.
 - c. Maintain a high rate of employee retention.
 - d. Maintain a salary schedule that allows the system to be competitive with surrounding school system's relevant labor market in order to recruit and retain African-American employees.
2. Utilizing the Affirmative Action Plan, recruit and retain African-American employees at all levels of HCPS.
 - a. Improve the recruitment of African-American education candidates through a variety of strategies.
3. Design and implement programs to train a highly qualified workforce.
 - a. Introduce instructional and supervisory staff to the Classroom Learning System integrated management process as a means to enhance continuous improvements in student learning.
 - b. Increase among all employees understanding of diversity and cultural proficiency.
 - c. Design and implement a staff development program to provide high-quality professional development opportunities for all teachers, supervisors and administrators.

ESEA Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

ESEA Performance Indicators:

- The percentage of classes being taught by “highly qualified” teachers in the aggregate and in “high-poverty” schools.
- The percentage of teachers receiving “high quality professional development.”
- The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified.

The following HCPS 2009 BOE Strategic Plan goals are aligned to the original HCPS Master Plan Goal 4 outcome goals and operational objectives:

- BOE 2009 Strategic Plan Goal 3: Every child benefits from accountable adults
- BOE 2009 Strategic Plan Goal 4: Every child connects with great employees

Operational Objective 4.1a:
 Increase the pool of qualified applicants for Harford County Public Schools.

Indicator for Operational Objective 4.1a
<ul style="list-style-type: none"> • Increase pool of qualified applicants by 3%

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
4.1a.1	Maintain high quality recruiters	Continue to review, update, and provide training program (Throughout 2009-10 School Year)	Increased number of recruiters trained
4.1a.2	Strategy accomplished; deleted		
4.1a.3	Strategy accomplished; deleted		
4.1a.4	Maintain and expand partnerships with fine arts and post-secondary institutions to hire highly qualified teacher candidates	Continue communication between the supervisors of fine arts and the university department heads or others who can assist in identification of teacher candidates (Throughout 2009-10 School Year)	Existing partnerships continued; new partnerships established

Operational Objective 4.1b:
 Maintain a high rate of job acceptance among qualified applicants.

Indicator for Operational Objective 4.1b
<ul style="list-style-type: none"> • Increase the rate of job acceptance among qualified applicants by 3%

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
4.1b.1	Continue to monitor and evaluate the hiring process to increase the job acceptance rate	Review data and recommend improvements (Fall 2009)	Hiring process enhanced
		Implement improvements (Throughout 2009-10 School Year)	Increased acceptance rates

Operational Objective 4.1c:
 Maintain a high rate of employee retention.

Indicator for Operational Objective 4.1c
<ul style="list-style-type: none"> Maintain the current rate of retention within 1% of current 7.5% rate

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
4.1c.1	Continue to survey teachers ending their first year with HCPS to identify recommendations to reduce attrition	Determine supports that helped first year employees through their first year and assess their continuing needs through surveys (Throughout 2009-10 School Year) Survey teachers during their first year of employment in HCPS (Throughout 2009-10 School Year)	Survey data collected

Operational Objective 4.1d:

Maintain a salary schedule which allows the system to be competitive with surrounding school systems in order to recruit and retain African-American employees.

Indicator for Operational Objective 4.1d
<ul style="list-style-type: none"> • Increase the salary schedule by an appropriate percentage to be competitive with surrounding school systems in order to recruit and retain African-American employees

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
4.1d.1	Maintain competitive benefits and salaries	Implement negotiated labor contracts (Throughout 2009-10 School Year)	Benefits and salaries fully funded

Operational Objective 4.2a:

Improve the recruitment of African-American education candidates through a variety of strategies.

Indicators for Operational Objective 4.2a	
<ul style="list-style-type: none"> • Increase the number of African-Americans submitting applications to HCPS • Increase the number of African-Americans hired in HCPS 	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
4.2a.1	Continue recognition program	Strategy deleted due to funding	
4.2a.2	Increase the budget for African-American recruitment efforts	Strategy accomplished and deleted	
4.2a.3	Visit colleges and universities to recruit African American teacher candidates	Identify and arrange visits to colleges and universities (Throughout 2009-10 School Year)	Annual recruitment report
4.2a.4	Seek and maintain agreements with HBCU concerning PDS's	Identify possible HCPS center site(s) for PDS (Throughout 2009-10 School Year)	PDS partnerships established
		Meet with HBCU personnel to seek agreements for PDS (Throughout 2009-10 School Year)	
4.2a.5	Continue to offer open contracts to qualified African-American candidates	Identify qualified applicants and offer open contracts (Throughout 2009-10 School Year)	Report generated
4.2a.6	Continue to provide partial reimbursement toward moving expenses for teacher candidates	Establish budget (Fall 2009)	Increased budget
		Offer reimbursement to new hires (Spring 2010)	

Operational Objective 4.3a:

Introduce instructional and supervisory staff to the Classroom Learning System integrated management process as a means to enhance continuous improvements in student learning.

Indicator for Operational Objective 4.3a
<ul style="list-style-type: none"> • Increase utilization of the Classroom Learning System in HCPS classrooms

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
4.3a.1	Provide professional development to expand the program to additional schools	Provide summer training sessions to increase knowledge and skills in the use of CLS in the classroom (Summer 2009)	Survey results to identify degree of understanding and future needs
		Provide training sessions to increase knowledge and skills in use of CLS in the classroom (Fall 2009 and Spring 2010)	Survey results to identify degree of understanding and future needs
		Provide inservice seminars for trained CLS staff to expand knowledge and skills in the use of CLS in the classroom (Throughout 2009-10 School Year)	Classroom observation reports of degree of implementation of CLS in the classrooms of trained participants
		Implement a trainer-of-trainers model to provide CLS professional development (Throughout 2009-10 School Year)	Model implemented

Operational Objective 4.3b:
 Increase among all employees understanding of diversity and cultural proficiency.

Indicators for Operational Objective 4.3b
<ul style="list-style-type: none"> • Increase in employee understanding of diversity and cultural proficiency • Increase in employee understanding of diversity and cultural proficiency as per inservice and course evaluations/journals

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
4.3b.1	Continue to provide diversity awareness and cultural proficiency training to all newly hired employees	Conduct yearly cultural proficiency in-service for new bus drivers, food and nutrition workers, custodians, clerical and instructional employees (Throughout 2009-10 School Year)	Attendance documented at each session and participant journals and/or evaluations completed
		Provide the required three credit ETM course for all newly hired HCPS professional employees (Throughout 2009-10 School Year)	
		Offer additional Education That Is Multicultural in-service as requested by individual schools (Throughout 2009-10 School Year)	

Operational Objective 4.3c:

Design and implement a staff development program to provide high-quality professional development opportunities for all teachers, supervisors, and administrators.

Indicator for Operational Objective 4.3c	
<ul style="list-style-type: none"> • HCPS meets AYP with regard to high quality teacher professional development 	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
4.3c.1	Implement the Harford County Public School System’s Comprehensive Professional Development Plan	Review the Comprehensive Professional Development Plan by the Central Instructional Leadership Team and identify priorities (Winter 2010)	Central Instructional Leadership Team agenda; Priorities identified
4.3c.2	Implement the Teacher Induction Program	Continue to refine Year One and Year Two modules (Throughout 2009-10 School Year)	Modules refined
		Continue to implement Year One and Year Two modules (Throughout 2009-10 School Year)	Implementation monitored
		Evaluate Year One and Year Two modules (Spring 2010)	Module evaluation data
4.3c.3	Provide instructional personnel with professional development with regard to research-based best practices	Provide professional development for ILT’s and Central Office personnel on research based best practices in the areas of data analysis and co-teaching (Throughout 2009-10 School Year)	Participant evaluation
		Provide professional development for elementary G&T teachers to enhance their programs (Throughout 2009-10 School Year)	Participant evaluation
		Provide professional development for teachers on research based best practices in the area of data analysis and co-teaching (Throughout 2009-10 School Year)	Review of school improvement work plans
		Provide professional development for ILT’s on utilization of the MSDE Teacher Professional Development Planning Guide (Throughout 2009-10 School Year)	Review of school improvement work plans

Operational Objective 4.3c:

Design and implement a staff development program to provide high-quality professional development opportunities for all teachers, supervisors, and administrators.

Indicator for Operational Objective 4.3c	
<ul style="list-style-type: none"> HCPS meets AYP with regard to high quality teacher professional development 	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
4.3c.3 Cont.	Provide instructional personnel with professional development with regard to research-based best practices	Utilize ILT's to provide professional development opportunities for school-based personnel regarding collaborative inquiry data-driven processes aimed at improving learning (Throughout 2009-10 School Year)	Data-driven PLC meetings are held
4.3c.4	Provide professional development opportunities to all teachers teaching AP courses	Provide Advanced Placement teachers with opportunities for College Board-approved training (Summer 09) (Throughout 2009-10 School Year)	Official conference request and financial reimbursement forms
4.3c.5	Provide specialized/content-specific professional development opportunities	Provide content-specific professional development within the ten professional development days allocated as per the school calendar (Throughout 2009-10 School Year)	Professional development agendas; Participant evaluation; PD days approved and held
		Provide job-embedded content-specific professional development at the school site by utilizing supervisory personnel, department chairs, ILT's, and specialists (Throughout 2009-10 School Year)	School visitations/walkthroughs; Teacher observations; Feedback from department chairpersons and ILT's
		Provide professional development for Bridge Plan monitors (Throughout 2009-10 School Year)	Agendas and feedback
		Provide professional development for HSA mastery class teachers (Throughout 2009-10 School Year)	Agendas and feedback
		Provide professional development for summer school teachers (Spring/Summer 2009)	Agendas and feedback
		Secure funding for voluntary summer institutes and evening/weekend workshops (Throughout 2009-10 School Year)	Funding secured

Operational Objective 4.3c:

Design and implement a staff development program to provide high-quality professional development opportunities for all teachers, supervisors, and administrators.

Indicator for Operational Objective 4.3c
<ul style="list-style-type: none"> • HCPS meets AYP with regard to high quality teacher professional development

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
4.3c.5 Cont.	Provide specialized/content-specific professional development opportunities	Provide training and support for Scholastic Math Inventory and/or Performance Series implementation at schools participating in the pilot (Throughout 2009-10 School Year)	Training and support provided
		Provide training for teachers with the Success Maker mathematics intervention program at Title I schools (Throughout 2009-10 School Year)	Training and support provided
		Provide training and support for the implementation of TI-Navigator in secondary mathematics classrooms (Throughout 2009-10 School Year)	Training and support provided
		Provide content and pedagogy support through the use of Master Teacher mentors for new secondary mathematics teachers and mathematics teachers on plans of assistance (Throughout 2009-10 School Year)	Support provided
		Utilize two secondary reading coaches to support teachers in the implementation of high school Strategic Reading and Reading and Writing in Your Career intervention programs (Throughout 2009-10 School Year)	Student performance data
		Provide professional development regarding the I-Station reading intervention program for designated teachers at identified elementary schools (Throughout 2009-10 School Year)	PD provided; participant attendance recorded

Operational Objective 4.3c:

Design and implement a staff development program to provide high-quality professional development opportunities for all teachers, supervisors, and administrators.

Indicator for Operational Objective 4.3c
<ul style="list-style-type: none"> • HCPS meets AYP with regard to high quality teacher professional development

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
4.3c.5 Cont.	Provide specialized/content-specific professional development opportunities	Conduct training sessions for kindergarten – grade 5 teachers regarding Houghton-Harcourt (Storytown) adoption (Throughout 2009-10 School Year)	PD provided; participant attendance recorded
		Provide equitable professional development services to non-public schools (Title I, Part A) (Throughout 2009-10 School Year)	Equitable services provided
		Provide guest clinicians to demonstrate teaching/conducting strategies and practices for music teachers in band, orchestra, chorus, and jazz at middle/high schools(Winter 2010)	Demonstrations occurred as intended
		Provide summer CPD course called <i>Teaching Literacy Through Comprehensive Musicianship</i> in partnership with Cecil County Public Schools (Summer 2009/Possibly Spring 2010)	Course participation records
		Offer two CPD courses for teachers: <i>Intro to Digital Art</i> and <i>The Digital Portfolio</i> (Throughout 2009-10 School Year)	Course participation records
		Provide professional development for teachers of new CTE programs (Throughout 2009-10 School Year)	PD provided; attendance recorded
		Provide professional development for teachers new to teaching Family Life Education K-12 (Fall 2009)	
		Provide MMSR training for new early childhood teachers (Fall 2009/Spring 2010)	Training provided; attendance recorded
		Provide CAERT Training regarding Natural Resources and Agricultural Science curricula for involved teachers of the magnet program at NHHS (Summer 2009)	

Operational Objective 4.3c:

Design and implement a staff development program to provide high-quality professional development opportunities for all teachers, supervisors, and administrators.

Indicator for Operational Objective 4.3c
<ul style="list-style-type: none"> • HCPS meets AYP with regard to high quality teacher professional development

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
4.3c.6	Provide professional development to educators serving students with disabilities	Implement professional development workshops and follow-up sessions for the following: <ul style="list-style-type: none"> • Employment training for Paraprofessionals/ Inclusion Helpers • Administrative Academies • IEP/data systems-process and procedures • Compliance-COMAR and IDEA • Increasing student achievement across content areas • Aligning IEP's with the VSC • Positive Behavioral Supports (PBIS)/Disproportionality related to suspensions • Crisis Prevention Institute • New teacher supports • Autism Academy • Technical support and training for paraprofessionals • Transitioning • Co-teaching-implementing systemic change • Accommodations and modifications • ALT-MSA/MOD-MSA • Early Childhood/Pre-School connections • QRI-4 (Throughout 2009-10 School Year)	Professional development agendas and evaluations; program monitoring

Operational Objective 4.3c:

Design and implement a staff development program to provide high-quality professional development opportunities for all teachers, supervisors, and administrators.

Indicator for Operational Objective 4.3c
<ul style="list-style-type: none"> • HCPS meets AYP with regard to high quality teacher professional development

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
4.3c.7	Provide opportunities for instructional personnel to attend and participate in professional development training, including webinars and conferences	Send approved personnel to professional conferences as funding permits (Throughout 2009-10 School Year)	Funds secured; Official conference request and financial reimbursement forms
		Provide opportunities for teachers and administrators to attend the Maryland State National Association of Multicultural Education Conference (N.A.M.E.) Spring 2010	Participant attendance documented
		Provide opportunities for teachers to attend regional conferences to enhance high quality K-12 science and mathematics instruction with a priority on STEM initiatives (Spring 2010)	Participant attendance documented
		Provide webinar opportunities for music teachers to learn music technology software (Throughout 2009-10 School Year)	Participant attendance documented
		Provide opportunities for art and music teachers to attend regional AP training sessions (Throughout 2009-10 School Year)	Funds secured; conference participation records; AP courses offered
4.3c.8	Provide content-based/ curriculum/ program professional development for school-based specialists, content facilitators, and department chairpersons	Provide professional development for elementary mathematics specialists and facilitators (Throughout 2009-10 School Year)	Participant evaluation; School-based implementation of content and curriculum initiatives

Operational Objective 4.3c:

Design and implement a staff development program to provide high-quality professional development opportunities for all teachers, supervisors, and administrators.

Indicator for Operational Objective 4.3c
<ul style="list-style-type: none"> • HCPS meets AYP with regard to high quality teacher professional development

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
4.3c.8 Cont.	Provide content-based/ curriculum/ program professional development for school-based specialists, content facilitators, and department chairpersons	Provide professional development for middle school mathematics specialists at targeted schools (Throughout 2009-10 School Year)	Participant evaluation; School-based implementation of content and curriculum initiatives
		Provide professional development for reading specialists, reading coaches, and literacy leaders (Throughout 2009-10 School Year)	
		Provide professional development for science facilitators (Throughout 2009-10 School Year)	
		Provide regular professional development opportunities for Title I teacher specialists (Throughout 2009-10 School Year)	
		Provide professional development for secondary department chairpersons (Throughout 2009-10 School Year)	
4.3c.9	Provide teacher mentors with professional development opportunities	Provide professional development as per the 2009-10 professional development calendar (Throughout 2009-10 School Year)	Participant evaluation

Operational Objective 4.3c:

Design and implement a staff development program to provide high-quality professional development opportunities for all teachers, supervisors, and administrators.

Indicator for Operational Objective 4.3c
<ul style="list-style-type: none"> • HCPS meets AYP with regard to high quality teacher professional development

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
4.3c.10	Provide ILT members (principals, assistant principals, instructional facilitators, and mentors) with professional development activities	Utilize the quarterly professional development cycle to provide professional development regarding: <ul style="list-style-type: none"> • Research-Based Best Practices regarding co-teaching • Curriculum and Instructional Programs • The Use and Analysis of Data • Observation and Evaluation of Teachers (Throughout 2009-10 School Year)	Professional development agendas Participant evaluation
		Implement a needs-based professional development program for assistant principals including a lunch with the executive director component (Throughout 2009-10 School Year)	
		Provide capacity building training for new administrators in the areas of coaching, ILT/PLC meeting protocols, and collaborative inquiry techniques (Throughout 2009-10 School Year)	
4.3c.11	Provide mentoring/coaching to all teachers	Provide opportunities for one-to-one mentoring for all first and second year teachers (Throughout 2009-10 School Year)	First-year teacher survey data; Mentor teacher program data
		Assign a school-based mentor teacher to work with all teachers who are on plans of assistance (Throughout 2009-10 School Year)	Documentation of plans of assistance

Operational Objective 4.3c:

Design and implement a staff development program to provide high-quality professional development opportunities for all teachers, supervisors, and administrators.

Indicator for Operational Objective 4.3c
<ul style="list-style-type: none"> • HCPS meets AYP with regard to high quality teacher professional development

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
4.3c.11 Cont.	Provide mentoring/coaching to all teachers	Provide mentoring services to all teachers as requested (Throughout 2009-10 School Year)	Mentor teacher program data
4.3c.12	Provide incentives for instructional personnel to engage in graduate level course work	Provide partial tuition reimbursement for qualified educators in approved programs (Throughout 2009-10 School Year)	Reimbursement funds disbursed
4.3c.13	Provide MSDE-approved continuing professional development courses to all instructional personnel	Continue to offer high-demand courses (Throughout 2009-10 School Year)	Enrollment data
		Explore additional course offerings such as action research, study groups, and online courses (Throughout 2009-10 School Year)	Additional courses offered
		Utilize electronic management system to track participation in MSDE approved continuing professional development courses (Throughout 2009-10 School Year)	Course participation data