

# STRATEGIC PLAN AND BOARD GOALS

Members of the board of education evaluated input from the community and consolidated that input into 5 timeless strategic goals and 16 focus areas for the next five year period. A summary of the goals and focus areas is identified below with a detailed description of goals and focus areas following the summary.

## **Board of Education Strategic Plan Goals and Objectives**

- 1. Every child feels comfortable going to school.**
  - *Maintain safe, secure, comfortable schools that meet student needs*
  - *Expect personal responsibility & respect in positive learning environments*
  - *Explore use of uniforms to promote social equality and focus on learning*
- 2. Every child achieves personal and academic growth.**
  - *Find and build on every student's motivation*
  - *Develop and deliver high quality instruction that elevates each student*
  - *Support the emotional, social, and physical growth of every student*
- 3. Every child benefits from accountable adults.**
  - *Obtain and optimize use of adequate resources*
  - *Improve operational and instructional efficiency and effectiveness*
  - *Earn credibility with education stakeholders and respect of colleagues*
  - *Define parent involvement; reach out to parents to explain involvement opportunities*
- 4. Every child connects with great employees.**
  - *Recruit & retain a high quality, diverse workforce*
  - *Direct utilization of resources responsively to meet individual student needs*
  - *Encourage employee knowledge & creativity to advance learning*
- 5. Every child graduates ready to succeed.**
  - *Promote opportunities for skilled trades and advanced career choices*
  - *Use business partnerships to identify & respond to emerging market trends*
  - *Enable students to live in & contribute to a contemporary world*

The label for each timeless goal is following by a text description in *italics*. The focus areas are followed by a bulleted list of expected measurable results in five years.

### **1.0 Every child feels comfortable going to school.**

*Students who feel safe and comfortable in school will be more productive learners. The quality and maintenance of school facilities plays an important role in the level of comfort that families and their students have about school. Attending a school that meets the*

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*student's personal and emotional needs, provides comfort. A safe and secure school environment is essential for students to feel comfortable.*

## ***1.1 Maintain safe, secure, comfortable schools that meet student needs.***

### **Measurable Results in Five Years:**

- Continued enhancements will be made to perimeter security and access security at our schools.
- Cell phone technology (used as GPS) and Global Positioning System (GPS) technology will be explored for potential applications for tracking school buses.
- Cameras on school buses will be piloted.
- A baseline of student survey results will establish the percent of students who feel safe and secure in their school environment. Subsequent surveys will show improvement in that baseline percent value.
- All schools will be air conditioned.

## ***1.2 Expect personal responsibility & respect in positive learning environments.***

### **Measurable Results in Five Years:**

- Enhancements to school Character Education Programs will result in a decrease of student referrals for acts of disrespect.
- The Classroom Learning System Approach will be shared with additional educators to support the expansion of CLS for the purpose of encouraging students to take greater responsibility for their learning.

## ***1.3 Explore use of uniforms to promote social equality and focus on learning.***

### **Measurable Results in Five Years:**

- A program for students to wear uniforms in all HCPS schools will be planned and implemented.

## **2.0 Every child achieves personal and academic growth.**

*Students who attend the HCPS system have a full range of personal and academic performance levels. As a result of their experience in the K-12 program all students, regardless of level, will demonstrate significant personal and academic growth that includes social skills, vocational skills for success, physical fitness skills, and wellness. HCPS programs and services will address the performance needs of all students.*

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## 2.1 Find and build on every student's motivation.

### Measurable Results in Five Years:

- All student subgroups will meet the 2011 annual milestones established to satisfy the No Child Left Behind goals, which by 2013-2014 require 100% of students to score proficient or advanced (see tables). The district as a whole will achieve the Annual Measurable Objective (AMO) targets specified below in blue for each grade/subject indicated. The percentages below are the AMO targets for each subgroup of students, as defined by MSDE. Due to the normal distribution of student assessment scores across subgroups, the target for the district as a whole is an estimate of the percentages needed in order to meet the subgroup targets.

% Achieving at Proficient or Higher	MSA MATH BY GRADE / SUBJECT													
	Column a = AMO for each Subgroup of students												Algebra	
	Column b = Target for district as a whole													
	For Grades 3 through 8													
	3		4		5		6		7		8			
a	b	a	b	a	B	a	b	a	b	a	b	a	b	
<b>2006 Actual</b>	62	85	62	87	53	78	45	69	43	64	41	61	30	73
<b>2008 AMO</b>	71.31		71.14		64.76		58.72		56.98		55.82		47.33	
<b>2011 Target</b>	86	95	86	96	82	93	79	90	79	89	78	88	74	92

% Achieving at Proficient or Higher	MSA READING BY GRADE / SUBJECT													
	Column a = AMO for each Subgroup of students												English 2	
	Column b = Target for district as a whole													
	For Grades 3 through 8													
	3		4		5		6		7		8			
a	b	a	b	a	B	a	b	a	b	a	b	a	b	
<b>2006 Actual</b>	56	81	69	90	62	84	64	78	62	82	59	77	45	61
<b>2008 AMO</b>	67.27		76.90		71.36		73.00		71.50		68.91		59.00	
<b>2011 Target</b>	84	94	88	96	86	95	87	93	86	94	85	93	80	88

- Students will have access to increased options for pursuing individual career pathways such as additional career completer programs and magnet schools.

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- Smaller learning communities will be established in all high schools to support the social and emotional growth of all students, increasing positive attitudes toward school.
- All students not attaining grade level competencies will receive intervention and remediation services which will increase competencies and in turn enhance students' self-perception and self-confidence.
- Improved training, programs, and learning activities designed to reduce bullying and harassment will continue to be improved and in turn contribute to a safe and positive learning environment for all students.
- All high school students will complete the Six-Year Education Plan to identify high school and post-secondary school educational and career plans.
- Research and results-based intervention and remediation programs will be provided for students receiving less than proficient results on state assessments.

## ***2.2 Develop and deliver high quality instruction that elevates each student.***

### **Measurable Results in Five Years:**

- Phase IV of the Curriculum Review Plan will be completed.
- Complete curriculum model reviews based on timelines established by the board of education – a 5 year cycle for tested areas (with 2 years to complete each cycle); and an 8 year cycle for non-tested areas (with 2 years to complete each cycle).
- Complete an elementary school, middle school, and high school demonstration pilot for a mature on-line content and delivery mechanism for instruction; which includes: streaming media, student centered learning tools, and on-line courses. Digital content will be integrated into instruction.
- INFORM will provide all instructional personnel with access to the Voluntary State Curriculum (VSC) and aligned instructional support materials and lessons.
- Functioning Professional Learning Communities (PLCs) will be established in all schools and aligned with instructional practices and student achievement.
- All components of the Comprehensive Secondary School Reform Plan will be completely implemented in each high school.
- The middle school components of the Comprehensive Secondary School Reform Plan will be completely implemented.
- All instructional, administrative and supervisory personnel will have received training in the strategies and techniques to support effective teacher observations and evaluations.

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## 2.3 *Support the emotional, social, and physical growth of every student.*

### **Measurable Results in Five Years:**

- A student survey will be administered to determine the extent to which students feel welcomed and connected to caring adults in the school environment. Subsequent surveys will show improvement in the baseline percent value.
- The time that school counselors are provided to work directly with students will be increased.
- Health and wellness curricula and programs will be developed and/or revised and implemented to support the emotional, social, and physical development needs of individual students.
- Transition programs for students moving from elementary to middle school and from middle to high school will be enhanced/modified to address student needs.
- The importance of emotional, social, and physical growth strategies will be communicated to parents; and parents will be asked to support those strategies in appropriate ways at home.

## 3.0 **Every child benefits from accountable adults.**

*Students in the Harford County community depend on multiple adult groups to provide a quality educational experience during their K-12 formative years. Adults in the HCPS system are accountable in a variety of ways – for funding, for student success, and for safety. Students need adults in local government, business, and parent roles to be accountable for fulfilling their role in supporting the education of our students.*

## 3.1 *Obtain and optimize use of adequate resources.*

### **Measurable Results in Five Years:**

- HCPS standards for technology equipment deployment in schools will be modeled after MSDE standards, but will be tailored to HCPS' needs.
- Through effective use of the Balancing Enrollment with Capacity policy, and “right-sized” capital expansion, no school will have a utilization percent greater than 115%.
- Guidelines for the systemic and centrally-based purchases of textbooks and teaching materials will be developed and implemented.
- Revenue generating partnerships to support magnet program resource needs will be increased.
- A plan will be developed and implemented to obtain support from school system stakeholders and local government for appropriate funding to enable HCPS to be successful and competitive.

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- The relative resource needs of our schools will be known and resources will be allocated based upon those needs.

## **3.2 *Improve operational and instructional efficiency and effectiveness.***

### **Measurable Results in Five Years:**

- A set of operational measurement tools will be designed to measure relative productivity for non-instructional functions.
- Program evaluation tools will be implemented to evaluate the effectiveness of instructional programs as well as intervention and remediation programs.
- Longitudinal data resulting from local, state, and national assessments will be utilized to support improvement in the teaching and learning process.

## **3.3 *Earn credibility with education stakeholders and respect of colleagues.***

### **Measurable Results in Five Years:**

- Under the same financial reporting standards as county government, HCPS will continue to be recognized for excellence in financial reporting by organizations such as the Government Finance Officers Association (GFOA).
- A comprehensive marketing and communication plan for HCPS will be developed and implemented.
- Electronic communication tools will be utilized to share information from conferences -- information received and presented -- as a means to better distribute new ideas and knowledge with colleagues.
- A baseline of parent survey results will establish the percent of parents who feel that their student is receiving a good education. The survey instrument will also explore parent perceptions regarding the credibility of the school system. Improvements will be demonstrated in subsequent surveys.

## **3.4 *Define parent involvement; reach out to parents to explain involvement opportunities.***

### **Measurable Results in Five Years:**

- A parent involvement task force will be convened to develop parent involvement recommendations for implementation.
- Traditional and technological methods of reaching out to parents will be expanded via use of the AlertNow telephone notification system, classroom and grade reporting system, and use of an Internet portal (EdLine) to promote parent involvement in their child's academic development.
- An elementary school program for sharing student progress information with parents via the Internet will become operational.

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## **4.0 Every child connects with great employees.**

*Students who feel that adults in their learning environment care about them will enjoy school more and learn at higher rates. Knowledgeable and caring adults will address the academic and emotional needs of students. Fiscal and human resources will be allocated in ways that build leadership infrastructure designed to enhance employee performance skills and to support creativity in connecting with students.*

### **4.1 *Recruit & retain a high quality, diverse workforce.***

#### **Measurable Results in Five Years:**

- Instructional and non-instructional salaries will remain competitive with Harford County's regional marketplace.
- Key predictors for teacher and administrator success will be known and used in recruitment processes.
- Teachers will be retained at comparable rates at all county schools.
- Ninety-five percent of classes will be taught by "highly qualified" (HQ) teachers.
- A leadership succession action plan will be developed, and implemented.

### **4.2 *Direct utilization of resources responsively to meet individual student needs.***

#### **Measurable Results in Five Years:**

- The Instructional Data Management System (INFORM) will be utilized by teachers and administrators to identify student progress and by administrators to allocate resources to support approved systemic intervention and remediation programs and initiatives.
- The guidelines and protocols for identifying and allocating intervention and remediation resources will be developed and fully functional to effectively and efficiently meet individual student needs.
- Students with exceptional needs for support will be identified and provided with individualized support by the student services team.

### **4.3 *Encourage employee knowledge & creativity to advance learning.***

#### **Measurable Results in Five Years:**

- Professional Learning Communities and the Plan-Do-Study-Act Model will be fully implemented as a means to establish common research-based knowledge sharing, leadership and process structures, within which teachers can fully express their content knowledge and creativity to advance student learning.
- The Instructional Data Management System (INFORM) will be utilized by teachers and leadership personnel to access the standards based curriculum and related supplemental material to support instruction and assessment.

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- Teachers will have increased access to participate in professional development opportunities including but not limited to attending professional conferences and institutes, receiving training in such areas as Advance Placement, and joining professional organizations.

## 5.0 Every child graduates ready to succeed.

*For graduates to be prepared to succeed they must exit high school with the skills and knowledge necessary to pursue a range of options in the post-secondary arena. Students should have the academic skills needed to enter quality institutions of higher learning, trade related training, or the workforce, and succeed. Graduates of the HCPS K-12 program will contribute to and enhance the community's quality of life.*

### 5.1 *Promote opportunities for skilled trades and advanced career choices.*

#### **Measurable Results in Five Years:**

- The rigor of student course taking can be measured by three key variables: the taking of two years of a foreign language; the taking of four credits in an MSDE defined Career and Technology completer sequence of courses; and completion of Algebra II and/or four science credits with a grade of "B" or better. The table below presents the expected measurable results in five years.

<b>Rigorous Course Taking</b>	<b>Actual Results per the 2006 Maryland Report Card</b>	<b>Goal for 2011 (a 10% improvement)</b>
Completion of both: 2 years of a foreign language; and 4 credits in an MSDE Career and Technology completer sequence of courses.	7.8%	<b>8.6%</b>
Completion of Algebra II and/or 4 science credits with a grade of "B" or better.	12.6%	<b>13.9%</b>

- The high school elements of the Comprehensive High School Reform Plan will be fully implemented and all graduates will have completed four credits in an approved Career Completer Pathway.
- Dual high school/higher education enrollment options for high school students will be increased.
- Career completer sequences will be aligned with magnet programs when appropriate.
- When appropriate, instructional opportunities similar to those offered at Harford Technical High School will be provided at comprehensive high schools to increase the percent of students enrolling in their preferred program.



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## *5.2 Use business partnerships to identify & respond to emerging market trends.*

### **Measurable Results in Five Years:**

- The International Baccalaureate magnet program will become operational. The Homeland Security, a Completer Program, will also become operational.
- Design and implementation plans for the Natural Resources & Agricultural Science, and Medical Sciences magnet programs will be completed.
- Opportunities for students to participate in work experiences and internships that align with their career cluster or magnet program will increase each year beyond baseline data.
- Business and community partnerships in conjunction with each magnet program's Local Program Advisory Committee will seek to secure sponsorship funding and other assistance and leadership for the development of each magnet program.

## *5.3 Enable students to live in & contribute to a contemporary world.*

### **Measurable Results in Five Years:**

- All secondary students in Harford County Public Schools will complete the Maryland assessment (MSA & HSA) requirements during or prior to their final year in high school.
- HCPS will develop technology equipment standards modeled after the Maryland State Department of Education's approved technology standards for teachers and students; and will be compliant with those standards to the extent that funding is available.
- All employees and students will be proficient with critical components of the Maryland State Department of Education's approved technology standards.