

Anne Arundel County Public Schools

Strategic Plan



Kevin M. Maxwell, Ph.D.
Superintendent of Schools

2007-08 Anne Arundel County Board of Education

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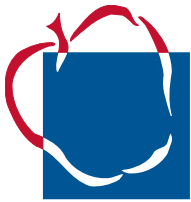
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December 5, 2007

Dear Students, Parents, Employees, and Community Members:

Over the last 18 months, we have talked a lot about what I consider the primary goal of Anne Arundel County Public Schools: to be the premier school system in the state and one of the best in the nation.

This is, indeed, a very good school system. I, however, want us to be great. Reaching that pinnacle requires the setting of many other goals and targets. Those are laid out in this Strategic Plan, which serves as a blueprint by which we will chart our course over the next five years.

We have chosen to focus our efforts on five main areas: Academic Achievement, Safe and Supportive Learning Environment, Community Collaboration, Workforce Quality, and Equity. Equity, it should be pointed out, is far from a goal unto itself. We have infused it throughout the other four goals as well, for the equitable application of our programs and policies is the cornerstone by which we will achieve true success.

Becoming the best also won't happen until we reach *every* child. The students who walk through our doors every day come from a variety of backgrounds. It is our responsibility to design and implement programs that are rigorous and relevant and that enable *every* child to learn.

The goals, targets, and indicators set forth in this plan have been carefully designed to propel Anne Arundel County Public Schools to prominence in the state of Maryland and allow our stakeholders to monitor our progress toward that overarching goal. The agenda is ambitious, to be sure. I believe in my heart, however, that through the hard work of our students, employees, and community and business partners we can accomplish the task at hand.

Thank you for being a part of this journey.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kevin M. Maxwell', written in a cursive style.

Kevin M. Maxwell, Ph.D.
Superintendent of Schools

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Executive Summary

Anne Arundel County Public Schools' (AACPS) 73,000 pre-kindergarten through 12th-grade students are educated in 77 elementary schools, 19 middle schools, 12 high schools, three special education centers, three alternative learning facilities, two centers for applied technology, and one early education center. The system's philosophy is simple: Every child can achieve.

At all levels, the focus is to provide students with what they need to know and be able to do to become productive, contributing, compassionate citizens of the United States as it resides in an increasingly global community, who will be able, and desire, to continue learning throughout their lives.

Strategic Plan

For many years, AACPS has been committed to the basic tenets set forth in the *No Child Left Behind Act of 2001* (NCLB). The act itself has served as a catalyst for establishing a defined set of standards to be met in public education. AACPS has used the standards set forth in NCLB and standards established by the school system to create a set of goals and objectives to be met throughout our district. AACPS has worked with staff, the Board of Education, and the public (through public forums and web postings) to gather input as we develop a new

strategic plan that highlights academic achievement for all students and eliminate the achievement gap among groups of students.

The goals and indicators adopted by the Board of Education on May 16, 2007, address student success in five areas: Academic Achievement; Safe and Supportive Learning Environment; Workforce Quality; Community Engagement; and Equity. It is not by accident that equity is infused throughout all the goals. Only through a multicultural emphasis that allows the equitable delivery of instruction and other services to be customized to the individual student can true success for all be achieved.

This strategic plan sets forth a detailed system of strategies, indicators, yearly targets, and implementation schedules designed to achieve visionary goals as well as provide a monitoring and accountability structure. This structure provides a framework for measuring the performance of academic and operational reforms, and identifying opportunities for improvement. Additionally, this plan reflects the requirements of national, state, and local accountability mandates and take into consideration where AACPS hopes to be positioned in five years.

Academic Achievement

With regard to academic achievement, the indicators describe our vision of what AACPS will be in the future. They speak to rigor (work which challenges students' thinking, promotes interdisciplinary connections, and engages students' interests and emotions), relationships, and relevance. Rigor is exemplified by our focus on participation and performance in Advanced Placement classes and International Baccalaureate programs, Honors courses, SAT and ACT examinations, and advanced performance on high-stakes assessments. Rigor requires teachers who elicit critical thinking, creativity, and risk-taking through higher order questioning, differentiating instruction, capitalizing on multiple intelligences, and delivering dynamic instruction. Relationships are heightened by our commitment to mentoring programs (for students and teachers), advisory lessons, academies and smaller learning communities, magnet and signature programs, attention to critical transitions for students, and business and community partnerships. Relevance, critical to engaging students in the classroom and beyond, will be established as our Professional Learning Communities find ways to develop student-centered schedules and involve our students in thematic, project-based work which allows

them to explore the knowledge and skills that are essential and enduring for any and all disciplines. It is imperative that we guarantee that all students benefit from our focus on rigor, relationships, and relevance. Our strategic plan will enable our organization to transform itself to ensure that we deliver.

In the 2006/07 school year, Superintendent Dr. Kevin M. Maxwell instituted two summits, one for middle school and one for high school. These events, attended by a wide cross-section of stakeholders, provided a great deal of information about what the greater educational community envisions for the future of our secondary schools. As a result of these summits, we instituted task forces for middle and high school transformation. The recommendations from these groups will greatly inform the new strategic plan.

Safe & Supportive Learning Environments

To enhance safe and supportive learning environments, AACPS has developed a *Safe School Belief Statement*, which will guide our efforts to fairly implement our Code of Student Conduct. We will continue to implement Positive Behavior Intervention and Supports (PBIS). This program has assisted us in our efforts to reduce disruption in schools and to lower the disproportionate numbers of minority students receiving referrals, suspensions,

and expulsions. We have redefined expulsions and extended suspensions, identifying four non-discretionary expellable offenses: possession of firearms, use of a weapon, distribution of drugs, and category one physical attacks. Additionally, all middle and high schools have software that scans a visitor's photo ID and checks it against a sexual offender database. The incorporation of the Crime Prevention Through Environmental Design (CPTED) principles into the AACPS Facilities Plan will require planners and architects to incorporate those principles in all new construction and renovations. Each of our schools has a School Crisis and Emergency Management Plan. These plans are updated yearly and each school must perform a series of drills to ensure that the plan can be effectively implemented, if necessary. Finally, Anne Arundel County Public Schools is working with other social service agencies to put into place a comprehensive set of interventions to meet the needs of students whose educational needs are ordinarily not met in their home schools.

Workforce Quality

Anne Arundel County Public Schools will ensure and maintain a work environment of respect and mutual collaboration by attracting and retaining a quality workforce that demonstrates a commitment to providing a positive learning environment, values diversity, and reflects the diversity

of the county and the relative labor market. In an effort to attain this goal, Anne Arundel County Public Schools will focus on efforts to build diversity through outreach, recruitment, and hiring. Additionally, we will strive to maintain diversity through opportunities for professional growth, staff development, and employee recognition. Anne Arundel County Public Schools has continued to make progress in meeting the overall need to have Highly Qualified (HQ) teachers in Core Academic Subjects. Progress has been notable in increasing the percentage of classes taught by HQ teachers in the area of English, Science, and Foreign Language. Our recruitment efforts will continue to demonstrate our desire to have all students taught by Highly Qualified teachers. We have made a significant effort to reach out to underrepresented groups in education by developing partnerships with Historically Black Colleges and Universities (HBCUs), participating in Hispanic workforce initiatives, and developing RTC programs, one of which includes an effort to reach out to Troops to Teachers. Anne Arundel County Public Schools has continued to develop and increase its teacher mentor program. Support is provided to first and second year teachers. This type of support is often asked about during recruitment and may well be influential in teacher retention.

Community Engagement

For all students to achieve, they must be educated in schools that are family-friendly, welcoming environments. AACPS will eliminate disparities in parent and community representation and participation in traditional and non-traditional school-community activities.

If Anne Arundel County Public Schools is to reach its goals, it is essential that we engage the entire community in the education of its children. We will maintain the already strong parent and community involvement we have in what we consider our more traditional activities, such as Parent Teacher Associations (PTA) and Citizens Advisory Committees. In addition, we will broaden our definition of what constitutes community outreach to include more non-traditional ways of involving our stakeholders. Schools will host more activities in the community and will develop non-traditional school-based involvement activities to draw in parents who may not otherwise participate. We will gather information from a variety of stakeholders, through surveys, focus groups, and interviews to assist us in identifying the kinds of activities and outreach in which community members are most interested. Partnerships with faith-based and other community organizations will provide support systems for our African American, Hispanic, FARMS, and special education students. It is the belief of school system personnel that our partnerships with the community have

been, and will continue to be, critical to the successful completion of our strategic plans.

Equity

Anne Arundel County Public Schools will address the diversity that students and staff bring to the learning environment and organize schools and classrooms to support the academic achievement and success of all students. All students will benefit from equal access to quality instruction, social interaction, and educational outcomes, regardless of gender, race/ethnicity, abilities or income. Each of the goals includes key indicators to ensure parity for all students and excellence in all areas. Under Goal V, progress in achieving equity in academic achievement, safe and supportive learning environment, workforce quality and community engagement will be evaluated.

Strategic Plan

This strategic plan is built on the foundation of a central, clear, aligned vision for the future of Anne Arundel County Public Schools. As noted earlier, this plan focuses on rigor, relationships, and relevance in order to close achievement gaps and move all students to higher performance levels. The data show significant gains in elementary school performance in reading and mathematics, as well as increased student participation in

and performance on Advanced Placement (AP) and SAT programs. Additionally, our commitment to equity has led to movement toward closing the achievement gaps in some areas. Between 2003 and 2006, ninth-grade African American participation in the International Baccalaureate (IB) program has doubled (from 12% to 24%). New programs, procedures, and practices have been put into place to ensure that all students can make the choice to participate in post-secondary education. They include a complete Talent Development Program in each elementary school, multiple pathways to gateway courses in middle schools, use of AP Potential to identify students for participation in challenging coursework, and open access and support for students in AP programs. Our newly organized Office of Continuous School Improvement has supported schools which have not made Adequate Yearly Progress. This office has facilitated peer review of School Improvement Plans, conducted Instructional Reviews to assist schools in identifying areas of strength and need, helped administrators develop and implement systems to monitor school improvement efforts, and coached school leaders in effective collaboration for student success. Another new addition, Our Equity Assurance and Human Relations Office has been instrumental in bringing us a systemic plan for Cultural Proficiency training, ensuring the infusion of equity throughout our strategic plan and making sure the letter and spirit of our Mediated

Agreement between Anne Arundel County Public Schools and the Anne Arundel County NAACP, et al. are attended to. We have, indeed, made great strides toward realizing our vision of effectively meeting the needs of all students in our diverse community.

Increasing Expectations

We recognize, though, that we are on a journey and have a long way to travel. Expectations for students continue to increase with the bar being raised higher and higher. Programs are designed and modified to ensure that all students meet the goals. All actions are designed to meet the goals within these categories. Eliminating the achievement gap among all student groups continues to be a primary focus for the system.

It is vital that we maintain our high expectations for all students as we continue to close the achievement gap. We can no longer provide outstanding educational opportunities for some students and not for others. Our student performance data indicate that we are doing a good job of educating about 80 percent of our students. However, education is for all and we need to find ways to meet the needs of the remaining 20 percent. With the advent of our new strategic plan, the time has come to decentralize a bit – to change the culture of all schools looking alike to one in which schools look similar, but with different “flavors.” Only when we have achieved

this will we be able to drive deep change. This decentralization will require strong leadership in each and every school. We must continue to sharpen the leadership capacity of our staff, while faced with fierce competition from neighboring school systems. We will need to focus our efforts on a limited number of well-researched and aligned initiatives, and tenaciously monitor their implementation and evaluate their effectiveness in order to be truly able to gauge our success and make adjustments to our plans, as necessary. Every task force, committee, team, professional development opportunity, and action plan must be aligned to our prioritized focus areas. And, fundamentally, we need to provide teachers with the professional development and sustained support so that they can be accountable to deliver instruction that engages each and every child in each and every classroom each and every day.

BRAC

Beginning in 2009 Anne Arundel County and Anne Arundel County Public Schools will begin to see an influx of new residents and students as a result of the Base Realignment and Closure passed into law in November 2005. It is estimated that 4,457 new households will move to Anne Arundel County bringing with them approximately 1,703 additional school-aged children. Current studies indicate that a up to 30% of these new households will

settle in the western portions of Anne Arundel County. Anne Arundel County Public Schools has taken an aggressive approach in making preparations for these new students. Among the steps taken; construction of Seven Oaks Elementary School and Gambrills Elementary School, replacement of Frank Hebron-Harman Elementary School which included an additional 200 seats of capacity, an addition of 255 seats to Arundel Senior High School and redistricting of west county school boundaries to balance the utilization of facilities. Further projects will begin within the next year to address school issues on Fort George G. Meade.

Moving Forward

Anne Arundel County Public Schools is moving forward in new directions based on intrinsic beliefs about what young people need to succeed. Those beliefs center upon the entitlement to a high quality education that provides young people with the knowledge, skills, and values necessary to live rich lives. Our students are being challenged by demanding and rigorous course work; and they must have access to, and support for, academic experiences that stretch their capacity to perform. Our new strategic plan provides a set of structures and processes that enable Anne Arundel County Public Schools to act upon its deeply held beliefs.

Vision

Every Anne Arundel County Public Schools student will graduate from high school able to read critically, write coherently, think creatively, and solve complex mathematical problems. They will be equipped to become contributing, compassionate citizens of the United States as it resides in an increasingly global community.

Mission

It is the mission of the Anne Arundel County Public Schools to educate all students to the highest standards and to eliminate the achievement gaps among all student groups. We will do this by:

- Holding high expectations for all students,
- Building positive relationships with all students,
- Creating, delivering and monitoring a relevant curriculum,
- Providing appropriate academic and social development support,
- Holding ourselves accountable for the success of all students,
- Maintaining a safe and supportive learning environment,
- Supporting a quality workforce,
- Engaging our community, and
- Demanding equity.

Values

- Collaboration
- Results Orientation
- Shared Ownership of Every Student's Success
- Continuous Learning
- High Expectations
- Supportive Relationships
- Equity and Cultural Proficiency
- Innovation and Creativity

REVISED
Anne Arundel County Public Schools
STRATEGIC PLAN
Targets

November, 2010 – January, 2011

GOAL I - ACADEMIC ACHIEVEMENT

All students will reach high standards, as established by Anne Arundel County Public Schools and state performance level standards in English/Reading/Writing, Mathematics, Science and Social Studies. Achievement disparities among all No Child Left Behind (NCLB)* groups of students will be eliminated.

Indicator	Preliminary District Baseline	Student Groups	06-07 Actual District Baseline	07-08 Target	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-10 Target	09-10 Actual Scores	10-11 Target	10-11 Actual Scores	11-12 Target	Data Source
1. By the end of the 2011/2012 school year, 85% of second grade students will score proficient or above on the third AACPS Reading Benchmark Assessment. (rev. January 2009)	Baseline: June 2008 - All students 82.1%	All			82.1%	83.3%	84.7%	83.9%	84.2%	84.5%		85%	Data Source <i>DAAR Student Accountability</i>
		AfAm			70.9%	75.6%	71.9%	77.9%	73.1%	81.4%		85%	
		Asian			89.9%	90.0%	89.6%	89.6%	90.1%	89.6%		85%	
		Hisp			69.5%	74.6%	78.0%	77.3%	76.6%	81.2%		85%	
		NaAm			86.5%	87.0%	96.8%	87.0%	80.0%	87.0%		85%	
		White			86.9%	87.0%	89.1%	87.0%	89.0%	87.0%		85%	
		SpEd			62.9%	70.2%	59.9%	73.9%	58.7%	79.4%		85%	
		ELL			55.5%	65.3%	67.2%	70.3%	65.8%	77.7%		85%	
		FARMS			65.0%	71.6%	70.8%	75.0%	72.1%	80.0%		85%	
Students with scores on the third benchmark in Grade 2. 60% or higher is considered proficient. Students not taking the test are not included.													

GOAL I - ACADEMIC ACHIEVEMENT

Indicator	Preliminary District Baseline	Student Groups	06-07 Actual District Baseline	07-08 Target	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-10 Target	09-10 Actual Scores	10-11 Target	10-11 Actual Scores	11-12 Target	Data Source
2. By the end of the 2011/2012 school year, 50% of all students in each NCLB student group in all grades 3-8 will be performing at the Advanced level on the MSA Reading and Math	Baseline: June 2006 - 32% of students in all grades 3 - 8 performing at the Advanced level on the MSA Reading	All	32.5%	37%	41.1%	42%	43.4%	45%	44.9%	48%		50%	Data Source <i>EDW</i> <i>AACPS SIP</i> <i>District MSA Reading</i>
		AfAm	15.2%	19%	21.4%	33%	24.6%	37%	26.3%	43%		50%	
		Asian	40.0%	45%	52.0%	47%	54.4%	48%	53.7%	49%		50%	
		Hisp	19.9%	24%	24.8%	33%	26.5%	38%	30.2%	44%		50%	
		NaAm	30.3%	35%	34.3%	40%	35.7%	43%	39.0%	47%		50%	
		White	38.9%	43%	48.6%	45%	51.0%	46%	52.4%	48%		50%	
		SpEd	7.7%	11%	11.7%	28%	13.5%	32%	13.8%	40%		50%	
		ELL	2.6%	10%	3.1%	20%	5.3%	30%	5.6%	40%		50%	
		FARMS	13.1%	23%	19.4%	30%	22.1%	37%	24.3%	44%		50%	
		Includes all test takers, including Mod-MSA, but not Alt-MSA.											

GOAL I - ACADEMIC ACHIEVEMENT

Indicator	Preliminary District Baseline	Student Groups	06-07 Actual District Baseline	07-08 Target	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-10 Target	09-10 Actual Scores	10-11 Target	10-11 Actual Scores	11-12 Target	Data Source
2. By the end of the 2011/2012 school year, 50% of all students in each NCLB student group in all grades 3-8 will be performing at the Advanced level on the MSA Reading and Math	Baseline: 2006 - 31% of students in all grades 3 - 8 performing at the Advanced level on the MSA Math	All	33.6%	38%	38.0%	42%	38.8%	46%	39.9%	48%		50%	Data Source <i>EDW</i> <i>AACPS SIP</i> <i>District MSA</i> <i>Math</i>
		AfAm	14.4%	23%	17.2%	32%	18.5%	35%	20.0%	42%		50%	
		Asian	51.0%	55%	57.0%	61%	56.0%	63%	55.6%	65%		50%	
		Hisp	21.2%	29%	24.4%	37%	25.9%	39%	26.1%	45%		50%	
		NaAm	26.8%	33%	30.6%	39%	31.5%	42%	38.9%	46%		50%	
		White	40.2%	43%	45.2%	45%	46.2%	46%	47.3%	48%		50%	
		SpEd	7.7%	16.0%	9.4%	24%	11.3%	32%	10.5%	40%		50%	
		ELL	8.1%	19%	8.4%	29%	10.9%	33%	14.7%	41%		50%	
		FARMS	13.5%	23%	17.7%	32%	18.3%	35%	20.1%	42%		50%	
Includes all test takers, including Mod-MSA, but not Alt-MSA.													

GOAL I - ACADEMIC ACHIEVEMENT

Indicator	Preliminary District Baseline	Student Groups	06-07 Actual District Baseline	07-08 Target	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-10 Target	09-10 Actual Scores	10-11 Target	10-11 Actual Scores	11-12 Target	Data Source
3. By the end of the 2011/2012 school year, 95% of all students in each NCLB student group will successfully complete both semesters of Algebra I by the end of the ninth grade.	Baseline: 2006 - 80% of students have successfully completed both semesters of Algebra I by the end of ninth grade	All	78.5%	76%	84.1%	82%	84.2%	86%	82.9%	91%		95%	Data Source EDW AACPS SIP Algebra Completers (Percent changes as students transfer into system.)
		AfAm	70.0%	75%	77.8%	80%	77.1%	85%	73.6%	90%		95%	
		Asian	81.6%	85%	91.4%	90%	89.0%	91%	92.7%	93%		95%	
		Hisp	59.8%	66%	66.9%	73%	70.5%	80%	66.7%	87%		95%	
		NaAm	68.2%	73%	80.0%	78%	81.0%	83%	89.5%	89%		95%	
		White	82.4%	85%	87.6%	88%	87.9%	91%	87.3%	93%		95%	
		SpEd	59.4%	66%	65.5%	73%	65.1%	80%	64.4%	87%		95%	
		ELL	50.0%	59%	46.8%	68%	43.0%	77%	35.2%	86%		95%	
		FARMS	59.7%	66%	71.6%	73%	69.0%	80%	67.3%	87.0%		95%	

GOAL I - ACADEMIC ACHIEVEMENT

Indicator	Preliminary District Baseline	Student Groups	06-07 Actual District Baseline	07-08 Target	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-10 Target	09-10 Actual Scores	10-11 Target	10-11 Actual Scores	11-12 Target	Data Source
4. Beginning with the class of 2009 and thereafter, all diploma-bound students in each NCLB student group will pass each of the High School Assessments, or equivalent in Algebra, Biology English 2, and Government by graduation.	Baseline: established: 2006-2007 HSA scores Algebra	All	67.9%	80%	72.1%	95%	91.3%	95%	93.9%	95%		95%	Data Source EDW AACPS SIP HSA Algebra
		AfAm	43.9%	67%	51.6%	95%	82.6%	95%	86.1%	95%		95%	
		Asian	83.1%	87%	84.1%	95%	95.6%	95%	96.2%	95%		95%	
		Hisp	61.3%	70%	61.7%	95%	84.7%	95%	86.5%	95%		95%	
		NaAm	87.5%	87%	66.7%	95%	100.0%	95%	94.1%	95%		95%	
		White	74.3%	86%	78.1%	95%	94.3%	95%	96.6%	95%		95%	
		SpEd	23.8%	45%	23.6%	95%	54.6%	95%	67.6%	95%		95%	
		ELL	41.7%	54%	46.0%	95%	46.0%	95%	65.2%	95%		95%	
		FARMS	45.9%	65%	51.2%	95%	80.4%	95%	86.9%	95%		95%	

GOAL I - ACADEMIC ACHIEVEMENT

Indicator	Preliminary District Baseline	Student Groups	06-07 Actual District Baseline	07-08 Target	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-10 Target	09-10 Actual Scores	10-11 Target	10-11 Actual Scores	11-12 Target	Data Source
4. Beginning with the class of 2009 and thereafter, all diploma-bound students in each NCLB student group will pass each of the High School Assessments, or equivalent in Algebra, Biology English 2, and Government by graduation.	Baseline: established: 2006-2007 HSA scores Biology	All	66.9%	86%	71.6%	95%	86.8%	95%	89.0%	95%		95%	Data Source EDW AACPS SIP HSA Biology
		AfAm	43.4%	75%	50.8%	95%	73.4%	95%	76.5%	95%		95%	
		Asian	75.8%	92%	81.5%	95%	92.3%	95%	93.8%	95%		95%	
		Hisp	64.3%	79%	57.4%	95%	81.3%	95%	81.6%	95%		95%	
		NaAm	84.2%	77%	61.5%	95%	91.7%	95%	94.1%	95%		95%	
		White	73.3%	92%	78.0%	95%	91.1%	95%	93.0%	95%		95%	
		SpEd	29.1%	49%	31.1%	95%	55.5%	95%	68.3%	95%		95%	
		ELL	50.0%	60%	44.0%	95%	66.0%	95%	58.7%	95%		95%	
		FARMS	43.4%	77%	48.5%	95%	71.2%	95%	75.3%	95%		95%	

GOAL I - ACADEMIC ACHIEVEMENT

Indicator	Preliminary District Baseline	Student Groups	06-07 Actual District Baseline	07-08 Target	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-10 Target	09-10 Actual Scores	10-11 Target	10-11 Actual Scores	11-12 Target	Data Source
4. Beginning with the class of 2009 and thereafter, all diploma-bound students in each NCLB student group will pass each of the High School Assessments, or equivalent in Algebra, Biology English 2, and Government by graduation.	Baseline: established: 2006-2007 HSA scores English	All	68.2%	88%	67.2%	95%	87.1%	95%	87.2%	95%		95%	Data Source EDW AACPS SIP HSA English
		AfAm	49.4%	79%	47.7%	95%	76.9%	95%	78.9%	95%		95%	
		Asian	72.7%	89%	75.7%	95%	84.6%	95%	88.2%	95%		95%	
		Hisp	54.5%	81%	51.1%	95%	80.4%	95%	76.8%	95%		95%	
		NaAm	76.5%	86%	53.8%	95%	100.0%	95%	88.2%	95%		95%	
		White	74.0%	91%	73.4%	95%	90.9%	95%	90.3%	95%		95%	
		SpEd	21.4%	43%	18.8%	95%	53.1%	95%	64.0%	95%		95%	
		ELL	27.3%	59%	14.0%	95%	29.5%	95%	37.0%	95%		95%	
		FARMS	45.9%	76%	45.5%	95%	73.1%	95%	76.6%	95%		95%	

GOAL I - ACADEMIC ACHIEVEMENT

Indicator	Preliminary District Baseline	Student Groups	06-07 Actual District Baseline	07-08 Target	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-10 Target	09-10 Actual Scores	10-11 Target	10-11 Actual Scores	11-12 Target	Data Source
4. Beginning with the class of 2009 and thereafter, all diploma-bound students in each NCLB student group will pass each of the High School Assessments, or equivalent in Algebra, Biology English 2, and Government by graduation.	Baseline: established: 2006-2007 HSA scores Government	All	69.7%	92%	68.9%	95%	90.4%	95%	92.5%	95%		95%	Data Source EDW AACPS SIP HSA Government
		AfAm	50.4%	84%	50.4%	95%	81.7%	95%	85.3%	95%		95%	
		Asian	74.7%	96%	76.3%	95%	93.4%	95%	94.3%	95%		95%	
		Hisp	63.1%	87%	53.7%	95%	83.6%	95%	83.4%	95%		95%	
		NaAm	78.9%	96%	76.9%	95%	100.0%	95%	94.1%	95%		95%	
		White	75.1%	94%	74.7%	95%	93.6%	95%	95.2%	95%		95%	
		SpEd	27.4%	47%	24.3%	95%	63.0%	95%	72.7%	95%		95%	
		ELL	29.2%	72%	28.0%	95%	32.0%	95%	39.1%	95%		95%	
		FARMS	49.4%	81%	46.8%	95%	79.2%	95%	83.5%	95%		95%	

GOAL I - ACADEMIC ACHIEVEMENT

Indicator	Preliminary District Baseline	Student Groups	06-07 Actual District Baseline	07-08 Target	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-10 Target	09-10 Actual Scores	10-11 Target	10-11 Actual Scores	11-12 Target	Data Source
5. By the end of the 2011/2012 school year, 95% of grade 9, 10, and 11 diploma-bound students, enrolled at the time of the test, in each NCLB student group will have participated in the PSAT	Baseline: October 2006 - 83% of grade 9, 10 and 11 diploma-bound students, enrolled at the time of the test, have participated in the PSAT Baseline for groups of students 2007-2008	All	84.3%	86%	83.5%	89%	82.9%	91%	80.9%	93%		95%	Data Source EDW AACPS SIP PSAT
		AfAm	81.2%		80.8%	88%	79.4%	91%	78.3%	93%		95%	
		Asian	92.3%		91.6%	94%	90.4%	95%	89.3%	95%		95%	
		Hisp	65.4%		69.0%	79%		87%	70.4%	91%		95%	
		NaAm	92.5%		79.6%	94%	78.2%	95%	80.7%	95%		95%	
		White	86.0%		85.0%	90%	84.5%	92%	82.3%	94%		95%	
		SpEd	71.8%		71.4%	84%	68.5%	90%	66.3%	93%		95%	
		ELL	30.8%		41.0%	62%	56.8%	78%	53.9%	86%		95%	
		FARMS	72.3%		74.0%	84%	73.8%	90%	72.2%	93%		95%	

GOAL I - ACADEMIC ACHIEVEMENT

Indicator	Preliminary District Baseline	Student Groups	06-07 Actual District Baseline	07-08 Target	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-10 Target	09-10 Actual Scores	10-11 Target	10-11 Actual Scores	11-12 Target	Data Source
6. By the end of the 2011/2012 school year, 80% of all diploma-bound high school seniors in each NCLB student group will have completed at least one AP/IB or Honors course. (rev. January 2009)	Baseline: June 2006 - 49% of high school seniors in each NCLB student group have completed at least one AP course.	All	69.5%	72%	73.0%	75%	78.2%	77%	80.9%	79%		80%	Data Source EDW AACPS SIP AP IB Honors
		AfAm	52.3%	59%	58.3%	66%	69.7%	73%	72.1%	77%		80%	
		Asian	85.8%	86%	86.5%	87%	87.4%	88%	89.1%	89%		80%	
		Hisp	71.4%	73%	68.9%	75%	79.6%	75%	77.2%	77%		80%	
		NaAm	78.9%	80%	35.3%	81%	66.7%	82%	88.2%	83%		80%	
		White	73.5%	75%	76.9%	77%	80.3%	79%	83.2%	80%		80%	
		SpEd	25.2%	38%	20.2%	52%	23.3%	58%	24.8%	69%		80%	
		ELL	55.6%	62%	42.0%	68%	48.1%	73%	45.7%	77%		80%	
		FARMS	50.7%	58%	54.9%	65%	62.7%	73%	66.9%	77%		80%	

GOAL I - ACADEMIC ACHIEVEMENT

Indicator	Preliminary District Baseline	Student Groups	06-07 Actual District Baseline	07-08 Target	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-10 Target	09-10 Actual Scores	10-11 Target	10-11 Actual Scores	11-12 Target	Data Source
7. By the end of the 2011/2012 school year, 100% of all high school seniors in each NCLB student group who have been enrolled in at least one AP/IB course will have sat for an AP/IB examination.	Baseline: June 2006 -22% of high school seniors in each NCLB student group who have been enrolled in in an AP/IB course sat for an AP/IB examination.	All	69.9%	75%	75.8%	84%	80.3%	92%	83.5%	96%		100%	Data Source EDW AACPS SIP AP IB Honors
		AfAm	47.1%	53%	56.0%	71%	68.1%	85%	67.8%	92%		100%	
		Asian	80.3%	84%	83.4%	88%	84.7%	94%	89.5%	97%		100%	
		Hisp	60.0%	68%	69.0%	79%	79.8%	90%	86.9%	95%		100%	
		NaAm	53.8%	76%	83.3%	84%	83.3%	92%	77.8%	96%		100%	
		White	73.4%	78%	79.0%	84%	82.6%	92%	86.2%	96%		100%	
		SpEd	43.3%	51%	76.5%	62%	55.6%	73%	65.2%	84%		100%	
		ELL	33.3%	46%	76.9%	59%	88.9%	72%	44.4%	85%		100%	
		FARMS	51.5%	61%	63.8%	71%	77.1%	80%	76.9%	90%		100%	

GOAL I - ACADEMIC ACHIEVEMENT

Indicator	Preliminary District Baseline	Student Groups	06-07 Actual District Baseline	07-08 Target	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-10 Target	09-10 Actual Scores	10-11 Target	10-11 Actual Scores	11-12 Target	Data Source
8. By the end of the 2011/2012 school year, 75% of all high school seniors in each NCLB student group who have sat for AP or IB examination will have earned 3 or better on AP examinations or 4 or better on IB examinations.	Baseline: June 2006 -62% of high school seniors in each NCLB student group who have been enrolled in an AP/IB course will have earned a 3 or better on AP examinations or 4 or better on IB examinations	All	66.5%	75%	62.5%	75%	60.4%	75%	59.5%	75%		75%	Data Source EDW AACPS SIP AP IB Honors
		AfAm	41.4%	35%	37.0%	45%	42.2%	55%	39.0%	65%		75%	
		Asian	72.6%	80%	65.3%	80%	65.8%	80%	61.4%	80%		75%	
		Hisp	60.0%	55%	56.9%	60%	58.6%	65%	65.6%	70%		75%	
		NaAm	71.4%	72%	60.0%	73%	40.0%	73%	85.7%	74%		75%	
		White	68.8%	82%	65.6%	82%	63.4%	82%	62.3%	82%		75%	
		SpEd	46.2%	53%	38.5%	58%	50.0%	64%	13.3%	69%		75%	
		ELL	50.0%	56%	50.0%	62%	37.5%	68%	25.0%	73%		75%	
		FARMS	47.8%	55%	46.4%	60%	36.1%	65%	39.9%	70%		75%	
		<ul style="list-style-type: none"> No students in the student group took the test. 											

GOAL I - ACADEMIC ACHIEVEMENT

Indicator	Preliminary District Baseline	Student Groups	06-07 Actual District Baseline	07-08 Target	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-10 Target	09-10 Actual Scores	10-11 Target	10-11 Actual Scores	11-12 Target	Data Source
9. By the end of the 2011/2012 school year, 75% of all diploma-bound high school seniors in each NCLB student group, in each high school, will take the SAT, ACT or the Accuplacer. (rev. January 2009)	Baseline: June 2006 - 49% of high school seniors in each high school have taken the SAT. Baseline percentage of high school seniors in each high school taking ACT and Accuplacer to be established in 2007/2008.	All	53.5%	58%	53.4%	63%	58.5%	70%	58.4%	73%		75%	Data Source EDW AACPS SIP College Placement Test
		AfAm	46.1%	52%	50.0%	60%	57.5%	67%	58.0%	71%		75%	
		Asian	76.5%	77%	77.1%	78%	75.4%	79%	72.0%	80%		75%	
		Hisp	38.8%	48%	31.1%	57%	46.2%	66%	45.5%	70%		75%	
		NaAm	78.9%	79%	58.8%	80%	58.3%	81%	47.1%	81%		75%	
		White	54.9%	60%	54.3%	65%	58.7%	70%	58.5%	73%		75%	
		SpEd	14.4%	29%	12.7%	44%	14.4%	59%	12.9%	67%		75%	
		ELL	14.8%	30%	28.0%	45%	21.2%	60%	10.9%	67%		75%	
		FARMS	34.1%	43%	35.8%	53%	39.7%	64%	42.8%	69%		75%	
Note: 08-09 data includes ACT participation for the first time.													

GOAL I - ACADEMIC ACHIEVEMENT

Indicator	Preliminary District Baseline	Student Groups	06-07 Actual District Baseline	07-08 Target	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-10 Target	09-10 Actual Scores	10-11 Target	10-11 Actual Scores	11-12 Target	Data Source	
10. By the end of the 2011/2012 school year, all high schools will meet or exceed the annual national average for critical reading, writing and mathematics on the SAT; and all content areas for the ACT.	2005-06 Baseline AACPS SAT Reading 512 (All) National Reading 503 CRITICAL READING	All	505	502	499	501	498	502	501	501		502	Data Source Target: College Board-National Baseline/ Actual Scores: EDW AACPS SIP College Placement Tests	
		AfAm	423		425		436		429					
		Asian	491		491		496		489					
		Hisp	464		467		467		469					
		NaAm	514		472		430		468					
		White	525		520		519		524					
		SpEd	393		388		387		373					
		ELL	308		319		326		318					
		FARMS	414		426		426		438					

GOAL I - ACADEMIC ACHIEVEMENT

Indicator	Preliminary District Baseline	Student Groups	06-07 Actual District Baseline	07-08 Target	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-10 Target	09-10 Actual Scores	10-11 Target	10-11 Actual Scores	11-12 Target	Data Source
10. By the end of the 2011/2012 school year, all high schools will meet or exceed the annual national average for critical reading, writing and mathematics on the SAT; and all content areas for the ACT.	2005-06 Baseline AACPS SAT Writing 500 (All) National Writing 497 Writing	All	496	494	494	493	490	494	488	493		494	Data Source Target: College Board-National Baseline/ Actual Scores: EDW AACPS SIP College Placement Tests
		AfAm	418		420		430		416				
		Asian	491		488		496		496				
		Hisp	458		456		451		455				
		NaAm	475		416		429		434				
		White	515		515		510		510				
		SpEd	381		390		383		360				
		ELL	295		319		313		290				
		FARMS	417		424		424		427				

GOAL I - ACADEMIC ACHIEVEMENT

Indicator	Preliminary District Baseline	Student Groups	06-07 Actual District Baseline	07-08 Target	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-10 Target	09-10 Actual Scores	10-11 Target	10-11 Actual Scores	11-12 Target	Data Source
10. By the end of the 2011/2012 school year, all high schools will meet or exceed the annual national average for critical reading, writing and mathematics on the SAT; and all content areas for the ACT.	2005-06 Baseline AACPS SAT Math 527 (All) National Math 518 Mathematics	All	516	515	513	515	514	515	520	515		515	Data Source Target: College Board-National Baseline/ Actual Scores: EDW AACPS SIP College Placement Tests
		AfAm	428		425		436		433				
		Asian	543		551		546		553				
		Hisp	465		464		473		478				
		NaAm	521		466		493		456				
		White	535		535		537		546				
		SpEd	410		392		413		391				
		ELL	353		537		438		368				
		FARMS	447		442		443		458				

GOAL I - ACADEMIC ACHIEVEMENT

Indicator	Preliminary District Baseline	Student Groups	06-07 Actual District Baseline	07-08 Target	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-10 Target	09-10 Actual Scores	10-11 Target	10-11 Actual Scores	11-12 Target	Data Source	
10. By the end of the 2011/2012 school year, all high schools will meet or exceed the annual national average for critical reading, writing and mathematics on the SAT; and all content areas for the ACT.	2005-06 Baseline AACPS ACT English 20.8 (All) National English 20.6 English	All	21.6	20.6	20.8	20.6	21.4	20.6	20.8	20.6		20.6	Data Source EDW AACPS SIP College Placement Test	
		AfAm	17.3		16.2		18.1		17.5					
		Asian	23.7		22.3		24.4		20.3					
		Hisp	18.2		16.5		18.3		19.2					
		NaAm	-		22.0		27.0		-					
		White	22.6		22.1		22.5		22.4					
		SpEd	15.0		17.4		11.0		12.3					
		ELL	12.0		-		10.0		-					
		FARMS	19.6		18.4		17.6		17.2					

GOAL I - ACADEMIC ACHIEVEMENT

Indicator	Preliminary District Baseline	Student Groups	06-07 Actual District Baseline	07-08 Target	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-10 Target	09-10 Actual Scores	10-11 Target	10-11 Actual Scores	11-12 Target	Data Source	
10. By the end of the 2011/2012 school year, all high schools will meet or exceed the annual national average for critical reading, writing and mathematics on the SAT; and all content areas for the ACT.	2005-06 Baseline AACPS ACT Math 21.2 (All) National Math 20.8 Math	All	21.9	21.0	22.0	21.0	22.4	21.0	22.6	21.0		21.0	Data Source EDW AACPS SIP College Placement Test	
		AfAm	18.0		17.2		19.0		19.6					
		Asian	26.5		25.6		25.9		23.3					
		Hisp	18.2		16.3		20.2		22.4					
		NaAm	-		23.0		29.0		-					
		White	22.6		23.2		23.5		23.8					
		SpEd	18.0		16.4		18.0		14.3					
		ELL	16.0		-		25.0		-					
		FARMS	20.9		18.9		19.0		20.7					

GOAL I - ACADEMIC ACHIEVEMENT

Indicator	Preliminary District Baseline	Student Groups	06-07 Actual District Baseline	07-08 Target	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-10 Target	09-10 Actual Scores	10-11 Target	10-11 Actual Scores	11-12 Target	Data Source	
10. By the end of the 2011/2012 school year, all high schools will meet or exceed the annual national average for critical reading, writing and mathematics on the SAT; and all content areas for the ACT.	2005-06 Baseline AACPS ACT Reading 22.2 (All) National Reading 21.4 Reading	All	22.5	21.4	22.0	21.4	22.2	21.4	22.1	21.4		21.4	Data Source EDW AACPS SIP College Placement Test	
		AfAm	18.3		17.0		19.2		19.1					
		Asian	26.2		23.8		24.2		21.0					
		Hisp	18.2		17.8		20.5		22.3					
		NaAm	-		19.0		23.0		-					
		White	23.4		23.4		23.3		23.5					
		SpEd	15.5		17.4		12.5		14.3					
		ELL	13.0		-		13.0		-					
		FARMS	19.4		18.8		18.4		18.8					

GOAL I - ACADEMIC ACHIEVEMENT

Indicator	Preliminary District Baseline	Student Groups	06-07 Actual District Baseline	07-08 Target	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-10 Target	09-10 Actual Scores	10-11 Target	10-11 Actual Scores	11-12 Target	Data Source	
10. By the end of the 2011/2012 school year, all high schools will meet or exceed the annual national average for critical reading, writing and mathematics on the SAT; and all content areas for the ACT.	2005-06 Baseline AACPS ACT Science 21.5 (All) National Science 20.9 Science	All	22.0	20.8	21.7	20.9	21.8	20.8	21.9	20.9		20.8	Data Source EDW AACPS SIP College Placement Test	
		AfAm	18.1		18.4		18.9		19.4					
		Asian	26.1		23.7		23.6		21.9					
		Hisp	19.0		19.0		18.8		21.5					
		NaAm	-		24.0		26.0		-					
		White	22.7		22.5		22.9		23.0					
		SpEd	16.6		16.0		15.5		14.0					
		ELL	15.0		-		16.0		-					
		FARMS	20.3		20.2		18.5		19.7					

GOAL I - ACADEMIC ACHIEVEMENT

Indicator	Preliminary District Baseline	Student Groups	06-07 Actual District Baseline	07-08 Target	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-10 Target	09-10 Actual Scores	10-11 Target	10-11 Actual Scores	11-12 Target	Data Source
11. By the end of the 2011/2012 school year, all high schools will meet the graduation rate of 98% (for each NCLB student group) established by the Maryland State Department of Education.	Baseline: June 2006 - 86% graduation rate	All	87.78%	90%	89.10%	92%	90.60%	94%	88.86%	96%		98%	Data Source Maryland State Report Card - Graduation Rate
		AfAm	81.26%	85%	83.47%	89%	87.83%	93%	85.35%	95%		98%	
		Asian	94.59%	95%	95.43%	96%	96.26%	97%	93.89%	98%		98%	
		Hisp	70.98%	76%	75.11%	84%	83.66%	91%	83.65%	95%		98%	
		NaAm	90.00%	92%	94.12%	94%	92.31%	96%	100%	97%		98%	
		White	90.19%	92%	91.29%	94%	91.64%	96%	89.97%	97%		98%	
		SpEd	81.66%	85%	69.75%	89%	69.85%	93%	66.83%	95%		98%	
		ELL	64.29%	71%	53.62%	82%	67.12%	91%	71.05%	95%		98%	
		FARMS	78.36%	82%	80.61%	88%	87.13%	93%	87.61%	95%		98%	

GOAL I - ACADEMIC ACHIEVEMENT

Indicator	Preliminary District Baseline	Student Groups	06-07 Actual District Baseline	07-08 Target	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-10 Target	09-10 Actual Scores	10-11 Target	10-11 Actual Scores	11-12 Target	Data Source
12. By the end of the 2011/2012 school year, all high schools will have reached a dropout rate of less than 3% (for each NCLB student group) established by the Maryland State Department of Education.	Baseline: June 2006 - 1.98% dropout rate	All	1.95%	1.95%	3.24%	1.95%	2.83%	1.95%	2.79%	1.95%		1.98%	Data Source Maryland State Report Card - Dropout Rate
		AfAm	2.61%	2.48%	4.40%	2.30%	3.24%	2.15%	3.29%	2.07%		1.98%	
		Asian	1.52%	1.52%	1.35%	1.52%	1.33%	1.52%	1.30%	1.52%		1.98%	
		Hisp	5.25%	4.59%	2.46%	3.61%	3.90%	2.79%	4.25%	2.40%		1.98%	
		NaAm	0.00%	0.00%	0.00%	0.00%	4.05%	0.00%	1.30%	0.00%		1.98%	
		White	1.55%	1.55%	3.00%	1.55%	2.66%	1.55%	2.56%	1.55%		1.98%	
		SpEd	4.84%	4.47%	6.87%	3.41%	6.44%	2.70%	5.81%	2.36%		1.98%	
		ELL	11.08%	9.26%	1.72%	6.53%	4.35%	4.26%	6.81%	3.12%		1.98%	
		FARMS	1.89%	1.89%	3.55%	1.89%	3.43%	1.89%	3.93%	1.89%		1.98%	

GOAL I - ACADEMIC ACHIEVEMENT

Indicator	Preliminary District Baseline	Student Groups	06-07 Actual District Baseline	07-08 Target	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-10 Target	09-10 Actual Scores	10-11 Target	10-11 Actual Scores	11-12 Target	Data Source	
13. By the end of the 2011/2012 school year, 80% of seniors in each NCLB student group will indicate their intent to attend a 2-year or 4-year college based upon the Maryland State Department of Education senior exit survey.	Baseline: June 2006 - 59% of seniors have indicated their intent to attend a 2-year or 4-year college based upon the Maryland State Department of Education senior exit survey MSDE does not disaggregate by NCLB student groups.	All	59.00%	63%	59.20%	67%	61.30%	71%		75%		80%	Data Source Maryland State Report Card - Dropout Rate Not disaggregated by student group	
		AfAm												
		Asian												
		Hisp												
		NaAm												
		White												
		SpEd												
		ELL												
FARMS														

GOAL I - ACADEMIC ACHIEVEMENT

Indicator	Preliminary District Baseline	Student Groups	06-07 Actual District Baseline	07-08 Target	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-10 Target	09-10 Actual Scores	10-11 Target	10-11 Actual Scores	11-12 Target	Data Source
14. By the end of the 2011/2012 school year, 85% of all ninth grade students in each NCLB student group will have a cumulative Grade Point Average (GPA) of 2.0 or above.	Baseline2006/2007 First Semester 64%	All	64.00%	70%	66.80%	75%	70.10%	80%	70.00%	83%		85%	Data Source SASI
		AfAm	51.80%	65%	52.10%	68%	54.40%	76%	51.30%	81%		85%	
		Asian	92.30%	93%	85.30%	93%	86.70%	93%	90.60%	93%		85%	
		Hisp	58.40%	65%	54.20%	72%	62.30%	79%	59.30%	82%		85%	
		NaAm	57.90%	65%	66.70%	72%	71.40%	79%	57.90%	82%		85%	
		White	74.40%	77%	72.70%	80%	76.10%	83%	76.70%	84%		85%	
		SpEd	42.00%	45%	38.20%	64%	43.30%	75%	39.10%	80%		85%	
		ELL	73.10%	75%	58.70%	79%	61.20%	82%	50.90%	84%		85%	
		FARMS	44.50%	60%	44.10%	65%	46.60%	75%	44.50%	80%		85%	

GOAL I - ACADEMIC ACHIEVEMENT

Indicator	Preliminary District Baseline	Student Groups	06-07 Actual District Baseline	07-08 Target	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-10 Target	09-10 Actual Scores	10-11 Target	10-11 Actual Scores	11-12 Target	Data Source		
15. By the end of the 2011/2012 school year, all schools will demonstrate a risk ratio less than 1.5% for racial and ethnic groups in special education as recommended by the OSEP/Westat Disproportionality task force and monitored by the Maryland State Department of Education. (rev. January 2009)	2006-2007 County average:	All	1.27		1.30	1.30	1.39	1.30	1.39	1.30		1.50	Data Source School Data		
		AfAm													
		Asian													
		Hisp													
		NaAm													
		White													
		SpEd													
		ELL													
FARMS															

GOAL I - ACADEMIC ACHIEVEMENT

Indicator	Preliminary District Baseline	Student Groups	06-07 Actual District Baseline	07-08 Target	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-10 Target	09-10 Actual Scores	10-11 Target	10-11 Actual Scores	11-12 Target	Data Source	
16. By the end of the 2011/2012 school year, 100% of eighth grade students will be technology literate as outlined by the Maryland Technology Literacy Standards for Students.	Baseline to be established in conjunction with the Maryland Technology Literacy Standards for Students assessment.	All					51%		55.0			100%	Data Source MSDE report and SASI enrollment	
		AfAm					31%		36.00%			100%		
		Asian						67%		64.00%				100%
		Hisp						37%		39.00%				100%
		NaAm						*		67.00%				100%
		White						89%		63.00%				100%
		SpEd						14%		16.00%				100%
		ELL						9%		10.00%				100%
		FARMS						29%		35.00%				100%
08-09 is the baseline data year.														

GOAL I - ACADEMIC ACHIEVEMENT

Indicator	Preliminary District Baseline	Student Groups	06-07 Actual District Baseline	07-08 Target	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-10 Target	09-10 Actual Scores	10-11 Target	10-11 Actual Scores	11-12 Target	Data Source
17. By the end of the 2011/2012 school year, 70% of students will have completed at least one World and Classical Language class by the end of their eighth grade year.	Baseline established in 2007/2008 (Includes Intro	All	39.0%	45%	45.1%	51%	62.2%	58%	58.8%	64%		70%	Data Source SASI and EDW
		AfAm	24.2%	34%	28.1%	45%	47.4%	53%	44.8%	61%		70%	
		Asian	50.5%	54%	60.6%	59%	74.3%	63%	69.6%	67%		70%	
		Hisp	27.1%	35%	37.8%	43%	56.9%	52%	57.1%	61%		70%	
		NaAm	28.6%	35%	38.9%	44%	50.0%	54%	56.3%	62%		70%	
		White	44.8%	50%	51.0%	55%	67.2%	60%	63.1%	65%		70%	
		SpEd	2.0%	15%	3.4%	28%	13.9%	41%	9.7%	56%		70%	
		ELL	3.0%	16%	4.3%	29%	13.2%	43%	26.8%	59%		70%	
		FARMS	17.4%	28%	20.4%	38%	39.0%	49%	37.5%	59%		70%	

GOAL I - ACADEMIC ACHIEVEMENT

Indicator	Preliminary District Baseline	Student Groups	06-07 Actual District Baseline	07-08 Target	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-10 Target	09-10 Actual Scores	10-11 Target	10-11 Actual Scores	11-12 Target	Data Source
18. By the end of the 2013/2014 school year, all students in each NCLB student group will perform at the proficient or advanced level of achievement on the Maryland School Assessment Reading and Math . (rev. January 2009)	Baseline: June 2006 - 75.4% of students have performed at the proficient or advanced level of achievement on the Maryland School Assessment Reading standards. MSA Reading	All	81.8%	88%	86.0%	93%	88.6%	97%	88.6%	99%		100%	Data Source EDW MSA SIP Reading
		AfAm	66.9%	73%	74.5%	84%	79.7%	92%	79.1%	96%		100%	
		Asian	87.7%	94%	91.5%	95%	92.1%	98%	92.5%	99%		100%	
		Hisp	71.4%	77%	75.5%	86%	79.0%	93%	81.0%	97%		100%	
		NaAm	85.3%	88%	88.8%	93%	89.2%	97%	88.7%	99%		100%	
		White	87.3%	92%	90.4%	94%	92.5%	97%	92.4%	99%		100%	
		SpEd	51.7%	56%	58.1%	76%	67.5%	88%	64.5%	94%		100%	
		ELL	43.3%	49%	48.0%	72%	52.8%	86%	61.9%	93%		100%	
		FARMS	64.8%	71%	71.8%	83%	76.6%	91%	78.0%	96%		100%	
Includes all test takers, including Mod, but not Alt-MSA.													

GOAL I - ACADEMIC ACHIEVEMENT

Indicator	Preliminary District Baseline	Student Groups	06-07 Actual District Baseline	07-08 Target	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-10 Target	09-10 Actual Scores	10-11 Target	10-11 Actual Scores	11-12 Target	Data Source
18. By the end of the 2013/2014 school year, all students in each NCLB student group will perform at the proficient or advanced level of achievement on the Maryland School Assessment Math (MSA Math and Reading and math . (rev. January 2009)	Baseline: June 2006 - 71.4% of students have performed at the proficient or advanced level of achievement on the Maryland School Assessment Math (MSA Math and Reading and math . (rev. January 2009)	All	80.8%	86%	83.7%	90%	84.7%	95%	84.6%	97%		100%	Data Source EDW MSA SIP Math
		AfAm	65.0%	75%	68.4%	83%	70.7%	91%	70.8%	95%		100%	
		Asian	91.2%	94%	91.8%	96%	93.3%	98%	92.8%	99%		100%	
		Hisp	72.2%	80%	75.0%	87%	77.2%	94%	79.1%	97%		100%	
		NaAm	82.9%	88%	82.1%	91%	83.9%	95%	87.8%	97%		100%	
		White	86.2%	90%	89.2%	93%	89.8%	97%	89.4%	99%		100%	
		SpEd	48.1%	53%	53.1%	74%	56.4%	87%	55.4%	93%		100%	
		ELL	50.8%	63%	51.7%	75%	59.9%	87%	68.6%	93%		100%	
		FARMS	64.2%	73%	68.9%	83%	70.2%	92.0%	72.3%	96%		100%	
Includes all test takers, including Mod, but not Alt-MSA.													

GOAL II – SAFE AND SUPPORTIVE LEARNING ENVIRONMENT

All students will be educated in a safe, positive, and supportive learning environment with a focus on security enhancements that support system-wide safety and discipline standards. AACPS will eliminate disparities among all *No Child Left Behind (NCLB)* student groups in the referral, suspension, and expulsion rates for violation of the Code of Student Conduct.

Indicator	District Baseline	Student Groups	06-07 County Baseline	07-08 Target	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-Target	09-10 Actual Scores	10-11 Target	10-11 Actual Scores	11-12 Target	Data Source
1. Through the end of the 2011/2012 school year, all schools will remain free from the designation of “persistently dangerous schools,” as defined by the Maryland State Department of Education	June 2007 – 100% of AACPS are free from MSDE designation of persistently dangerous schools	All	0	0	0	0	0	0	0	0			MD Report Card

Indicator	District Baseline	Student Groups	06-07 County Baseline	07-08 Target	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-Target	09-10 Actual Scores	10-11 Target	10-11 Actual Scores	11-12 Target	Data Source
2. By the end of the 2011/2012 school year, there will be a 20% reduction in the number of secondary students receiving one or more referrals.	June 2006 – Number of unique students receiving one or more referrals 13,521	All	12239	11627	11996	11,015	12227	10403	11701	10281		9791	Educational Data Warehouse AACPS Elementary Middle High Safe and Supportive Learning Environment
		AfAm	4631	4400	4459	4169	4501	3938	4308	3890		3705	
		Asian	202	192	207	182	255	172	222	170		162	
		Hispanic	575	546	656	517	682	488	731	483		460	
		NaAm	41	39	41	37	43	35	37	34		33	
		White	6790	6450	6633	6110	6746	5770	6403	5704		5432	
		SpEd	1927	1831	1763	1735	1654	1639	1519	1619		1542	
		ELL	130	123	150	116	140	110	137	109		104	
		FARMS	3365	3197	3352	3029	3723	2861	4162	2827		2692	
3. By the end of the 2011/2012 school year, there will be a 20% reduction in the number of secondary students receiving one or more suspensions.	June 2006 – Number of unique students receiving 6,259 suspensions	All	6324	6008	5988	5692	5997	5376	5900	5312		5059	Educational Data Warehouse EDW SIP Elementary Middle High Safe and Supportive Learning Environment
		AfAm	2795	2655	2539	2515	2549	2375	2486	2348		2236	
		Asian	94	89	85	84	93	79	89	79		75	
		Hispanic	269	255	341	241	340	227	358	226		215	
		NaAm	17	16	22	15	19	14	23	14		14	
		White	3149	2991	3001	2833	2996	2675	2944	2645		2519	
		SpEd	1292	1227	1188	1162	1103	1097	1005	1085		1034	
		ELL	53	50	78	47	76	44	74	45		42	
		FARMS	2031	1929	2001	1827	2149	1725	2330	1706		1625	

Indicator	District Baseline	Student Groups	06-07 County Baseline	07-08 Target	Revised County Baseline 07-08 Actual*	Revised 08-09 Target	08-09 Actual Scores	Revised 09-10 Target	09-10 Actual Scores	Revised 10-11 Target	10-11 Actual Scores	Revised 11-12 Target	Data Source
4. By the end of the 2011/2012 school year, there will be a 20% reduction in the number of secondary students receiving one or more expulsions.	June 2006 – 399 expulsions	All	182	173	28	27	13	25	20	24		22	2005-2006 Student Discipline Report EDW SIP Elementary Middle High Safe and Supportive Learning Environment
		AfAm	89	84	8	7	8	7	13	6		6	
		Asian	2	0	0	0	0	0	0	1		0	
		Hisp	8	7	5	5	0	5	0	4		4	
		NaAm	0	0	0	0	0	0	0	0		0	
		White	83	79	15	14	5	14	7	13		12	
		SpEd	21	20	3	3	4	3	2	2		2	
		ELL	2	0	3	3	0	3	0	2		2	
		FARMS	58	55	7	7	5	6	6	6		5	
*Expellable offenses changed, as did the definition for “expulsion.”													

Indicator	District Baseline	Student Groups	06-07 County Baseline	07-08 Target	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-Target	09-10 Actual Scores	10-11 Target	10-11 Actual Scores	11-12 Target	Data Source
5. By the end of the 2011-12 school year, interagency targeted interventions will result in a 10% reduction in the number of out of home school placements		All	1078	1056	933	1034	874	1012	670	990		968	EDW SASI
6. By the fall of the 2007/2008 school year, 100% of school based administrators and other key personnel will demonstrate proficiency in the National Incident Command Management System in order to increase readiness for crisis and emergency response scenarios	Baseline: June 2006 – 50% of school-based administrators and other key personnel had participated in system-wide drills designed to test the proficiency of school based Incident Command System (ICS) Teams.	N/A	50%	100%	100%	100%	100%	100%	100%	100%		100%	Office of School Security School Principals All

Indicator	District Baseline	Student Groups	06-07 County Baseline	07-08 Target	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-Target	09-10 Actual Scores	10-11 Target	10-11 Actual Scores	11-12 Target	Data Source
7. By the winter of 2007/2008 school year, 100% of AACPS staff and visitors will display ID badges at all times in all school facilities	Baseline: June 2006 – 10 % of staff and 50% of visitors displayed ID badges at all times in all school facilities	N/A	10% /50%	100%	70%	100%	70%	100%	74%	100%		100%	Human Resources Office of School Security School Facilities All Directors, Principals, and Facility Managers
8. By the end of the 2007/2008 school year, 100% of schools will demonstrate proficiency in the implementation of their site-based, approved Emergency Management Plan.	Baseline – June 2006 - 50% of school demonstrated proficiency in their Emergency Management Plan	N/A	50%	100%	100%	100%	100%	100%	100%	100%		100%	Office of School Security School Principals All

Indicator	District Baseline	Student Groups	06-07 County Baseline	07-08 Target	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-Target	09-10 Actual Scores	10-11 Target	10-11 Actual Scores	11-12 Target	Data Source
9. By the fall of the 2007/2008 school year, 100% of all designs for new or renovated buildings will employ Crime Prevention Through Environmental Design (CPTED) principles such as access control, natural surveillance, formal surveillance, territoriality, defensible space, target hardening, and program interactions in all school designs.	Baseline established in 2007/08	Major CIP Projects	None Existing	100%	100%	100%	100%	100%	100%	100%		100%	Capital Improvement Program (CIP)

GOAL III – WORKFORCE QUALITY

Anne Arundel County Public Schools will ensure and maintain a work environment of respect and mutual collaboration by attracting and retaining a quality work force that demonstrates a commitment to providing a positive learning environment, values diversity, and reflects the diversity of the county and the relative labor market.

Indicator	District Baseline	Groups	06-07 County Baseline	07-08 Target	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-10 Target	09-10 Actual Scores	10-11 Target	10-11 Actual Scores	11-12 Target	Data Source
1. By 2012, AACPS will increase the percentage of new hires who are non-white or male. (rev. January 2009)	Baseline data: Employees by Unit, Gender, and Ethnicity Report – February 2007) -Nonwhite population: 21.5%; Male population: 20.4% (rev. January 2009)	Non-white	17.62%	18.0%	21.5%	18.0%	20.6%	18.5%	26.4%	19.0%		19.5%	HRIS
		males	20.11%	21.0%	20.4%	21.0%	21.6%	21.5%	25.4%	21.75%		22.0%	
2. By 2012, AACPS will increase the percentage of HQT in CAS across all school levels so that 90% of all CAS are taught by HQT.	Baseline: MSDE HQT 2006-2007 data		84.1%	86%	87.4%	87%	90.4%	88%	92.4%	89%		90%	MSDE Report Card

Indicator	District Baseline	Groups	06-07 County Baseline	07-08 Target	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-10 Target	09-10 Actual Scores	10-11 Target	10-11 Actual Scores	11-12 Target	Data Source
3. By 2012, AACPS will increase the percentage of paraprofessionals who are eligible to be designated as HQ so that at least 85% may be considered HQ. (rev. January 2009)	(As of February 2007, 55% of all TA's are designated as HQ)		55%	60%	75%	80%	84.8%	82.5%	85%	85%		85%	HRIS
4. By 2012, AACPS will improve and expand its ability to retain qualified teachers and support staff such that there will be a decrease of two (2) percentage points in the overall voluntary turnover attributed to resignations.	(As of September 2006, 11% of the total workforce voluntarily separated from service.)		11%	10.5%	9.9%	9.5%	7.9%	9.5%	6.8%	9.5%		9.0%	HRIS

PROPOSED - GOAL IV – COMMUNITY ENGAGEMENT

All Anne Arundel County Public School students will be educated in schools that are family-friendly, welcoming environments. Anne Arundel County Public Schools will eliminate disparities in parent and community representation and participation in traditional and non-traditional school-community activities.

Indicator	District Baseline	Student Groups	06-07 County Baseline	07-08 Target	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-10 Target	09-10 Actual Scores	10-11 Target	10-11 Actual Scores	11-12 Target	Source	
1. By the end of the 2008/2009 school year, 75% and by the end of the 2011/2012 school year, 90% a representative sample of parents and community members will indicate that schools communicate effectively and are welcoming via interviews, surveys, focus groups, etc. (rev. January 2009)	To be established in 2007/2008	All	n/a	n/a	n/a	75%	92.0%	90%	94.0%	90%		90%	OEHR – School/Community Engagement Liaison OSI – School/Community Outreach Specialist OSFP Office of School and Family Partnerships ESOL – Office of English for Speakers of Other Languages	
		AfAm	n/a	n/a	n/a	75%	95.3%	90%	96.0%	90%		90%		
		Asian	n/a	n/a	n/a	75%	81.6%	90%	97.0%	90%		90%		
		Hisp	n/a	n/a	n/a	75%	94.9%	90%	97.0%	90%		90%		
		NaAm	n/a	n/a	n/a	75%	95.0%	90%	88.0%	90%		90%		
		White	n/a	n/a	n/a	75%	90.8%	90%	93.0%	90%		90%		
		SpEd												
		ELL												
FARMS														

Indicator	District Baseline	Student Groups	06-07 County Baseline	07-08 Target	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-10 Target	09-10 Actual Scores	10-11 Target	10-11 Actual Scores	11-12 Target	Source
2. By the end of the 2011/2012 school year, Anne Arundel County Public Schools will increase the partnerships with faith-based and/or community organizations from the current baseline by 30% in each of the twelve school clusters for community-based and/or community sponsored academic and social skills support for African American, Hispanic, FARMS and special education (NCLB student groups) students.	To be established in 2007/2008	All	n/a	TBD	1455	1892	2113	2747	2952	3786		TBD	OEAHR – School/Community Engagement Liaison OSI – School/Community Outreach Specialist OSFP Office of School and Family Partnerships OD – Office of Development

Indicator	District Baseline	Student Groups	06-07 County Baseline	07-08 Target	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-10 Target	09-10 Actual Scores	10-11 Target	10-11 Actual Scores	11-12 Target	Source
3. By the end of the 2008/2009 school year, each school will host a minimum of two activities, meetings, parent-teacher conferences, etc. in its community.	To be established in 2007/2008	All	n/a	n/a	n/a	100%	100%	100%	100%	100%		100%	OSP – Office of School Performance
4. By the end of the 2009/2010 school year, each feeder system will host at least one non-traditional parental involvement activity in each feeder system involving elementary, middle and high schools each year.	To be established in school years 2007/2008 and 2008/2009	All	n/a	n/a	n/a	n/a	n/a	100%	100%	100%		100%	OSI – School/Community Outreach Specialist OSFP Office of School and Family Partnerships

Anne Arundel County Public Schools
Strategic Plan

Action Plans

GOAL I

Academic Achievement

All students will reach high standards, as established by Anne Arundel County Public Schools and state performance level standards in English/Reading/Writing, Mathematics, Science and Social Studies. Achievement disparities among all No Child Left Behind (NCLB) groups of students will be eliminated.

Goal I – Academic Achievement

Strategy 1: Design, train, monitor and evaluate rigorous and relevant curricula and programs that are aligned with state and national standards and ensure high academic achievement for every student.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Research and Develop Common Course Syllabi so that students, regardless of teacher or school, receive instructional equity.	Curriculum and Instruction	Assistant Superintendent for Curriculum and Instruction Directors of Curriculum and Instruction Coordinators/Resource Teachers Directors of School Performance	Standardized format for common course syllabi Funding and time allocated for professional staff development Funding for materials of instruction	Increase in student achievement Creation of the common course syllabi Utilization of common course syllabi during instructional school visits Completion of professional staff development Collegial/peer reviews	7/1/07 – 7/1/12	2,3,4,6,18
Integrate Thinking Maps prek – 12 to provide students with visual organizers to increase higher level thinking skills across all content areas	Curriculum and Instruction	Assistant Superintendent for Curriculum and Instruction Directors of Curriculum and Instruction Coordinators/Resource Teachers Directors of School Performance	Funding and time allocated for professional development on a systems thinking approach Funding for materials of instruction	Increase in student achievement Utilization of Thinking Maps during instructional school visits Integration of Thinking Maps into curriculum documents Completion of professional staff development Feedback loop from school staff	11/1/07 – 7/1/10	1,2,3,4,8, 10,14,18 Goal II-2

Goal I – Academic Achievement

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Create and implement short cycle assessments to be used between quarterly county benchmarks to monitor student learning for success on MSA and HSA	Curriculum and Instruction	Assistant Superintendent for Curriculum and Instruction Directors of Curriculum and Instruction Coordinators/Resource Teachers Directors of School Performance	Common framework for a relevant curriculum Community /business partnerships Funding and time allocated for professional staff development On-going process for curriculum writing and revision	Increase in student achievement Creation of common framework for a relevant curriculum Application of relevant curriculum in the classroom Instructional review visits Student artifacts	10/15/07-6/30/09	1,2,3,4,8,18
Develop relevant curriculum documents that incorporate real world applications to engage students in their own learning	Curriculum and Instruction	Assistant Superintendent for Curriculum and Instruction Directors of Curriculum and Instruction Coordinators/Resource Teachers Directors of School Performance	Common framework for a relevant curriculum Community /business partnerships Funding and time allocated for professional staff development On-going process for curriculum writing and revision	Increase in student achievement Creation of common framework for a relevant curriculum Application of relevant curriculum in the classroom Instructional review visits Student artifacts	7/1/07 – 7/1/12	2,3,4,6,8,10,14,16,17,18 Goal II-2

Goal I – Academic Achievement

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Plan, Develop, and Implement Signature, Magnet, and Consortia (SMC) Programs	Curriculum and Instruction	Assistant Superintendent for Curriculum and Instruction Office of Advanced Studies and Programs in Collaboration with School-based integrated community stakeholder team and central office-based SMC leadership team	Funding for : -facilities -interdisciplinary curriculum development -professional staff development -materials of instruction -technology -transportation -additional staffing Community/Business/Higher Education Partnerships	Increase in student achievement Completion and approval of a proposal (RFP) by schools Development of a Lead Signature Team School- and central office-based monitoring plans Defined local accountability plan Authentic applications of relevant curricula Student artifacts	7/1/07 – 7/1/12	2,3,4,6,8, 10,11,12, 13,14 Goal VI-4,5,6
Develop a process to ensure curricula are being implemented with fidelity and that high-quality instruction is evident in every classroom of every school, so that all students achieve maximum results	Curriculum and Instruction	Teachers/Department Chairs Principals Division of Curriculum and Instruction Office of School Performance Assistant Superintendent for Curriculum and Instruction	Funding and time allocated for professional staff development Redefine role of department chair in collaboration with TAAAC Shared responsibility of fidelity of implementation Identify best practice models of teaching and learning	Utilization of Look-Fors during instructional school visits Identification program reviews, PreK-12 reviews Feedback loop and action steps focusing on student achievement	7/1/08-7/1/12	1,2,3,4,8, 10,18

Goal I – Academic Achievement

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Develop and implement a pre-k through higher education Literacy Plan	Curriculum and Instruction	Assistant Superintendent for Curriculum and Instruction Directors of Curriculum and Instruction Coordinators/Resource Teachers Office of School Performance	Develop Prek-Higher Education Literacy Committee Develop a “culture” of shared responsibility for active integrated literacy K-16 Funding and time allocated for professional staff development Funding for materials of instruction Re-examination of the reliability of the Stanford assessment in Grade 2 Professional development on M-Class early literacy formative assessment system Develop an alignment document for writing K-16 Restructure interventions Redesign MOU with HEADSTART	Student Achievement Redesign tiered intervention model Implementation of the M-Class/Dibels/RtI early literacy formative assessment system Quarterly meetings with HEADSTART Identify Grade 2 assessment measure	7/1/07 – 7/1/12	1,2,4,8,10, 11,12,18 Goal II- 2

Goal I – Academic Achievement

Strategy 2: Provide support to, and monitoring of, schools as they increase student achievement.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Implement vertical alignment of the Directors of School Performance into clusters to better serve the schools and monitor student performance	School Performance	Directors of School Performance	Time for cluster meetings Professional development Leadership Symposia	Weekly Director meeting agendas; Monthly cluster meeting agendas Student Achievement Data	7/1/07 – 6/15/12	1,2,3,4,5,6,7,8,9,10,11,12,13,14, 15, 16,17,18
Implement a new principal monitoring system in the form of Supervisory Visits to develop and support leadership capacity	School Performance	School Performance Directors	Supervisory Visit Instrument	Documentation of two Supervisory Visits per principal	10/1/07 – 6/15/12	1,2,3,4,5,6,7,8,9,10,11,12,13,14, 15, 16,17,18
Implement a new evaluation instrument for all principals, assistant principals, and administrative trainees to provide more specific feedback to school leaders	School Performance	Directors of School Performance Principals	Printing of new instrument; training manual; portfolio notebooks Professional development	Annual evaluations	10/01/07 – 06/15/12	1,2,3,4,5,6,7,8,9,10,11,12,13,14, 15, 16,17,18
Support and monitor the planning and implementation of signature programs in all the high schools and magnet programs in selected middle and high schools	Curriculum and Instruction	Assistant Superintendent for Curriculum and Instruction Chief School Performance Officer Directors of School Performance Directors of Curriculum Coordinators	Supervisory Visits Time for cluster meetings Professional development	Plans per school will submitted to and approved by a committee	8/15/07 - 6/15/12	3,4,6,7,8,9,10,11,12,13,14, 18

Goal I – Academic Achievement

Strategy 3: Provide support to schools as they develop, implement, monitor and evaluate their school improvement processes.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Develop, implement and evaluate peer review process for school improvement plans to provide more specific and actionable feedback to School Improvement Teams	Continuous School Improvement	Office of School Performance Division of Curriculum and Instruction	Peer Review Instrument Guiding Questions Professional Development	Deliverable – plan for SIP Peer Review School Improvement Plans	7/15/07 and yearly through 6/15/12	1,2,3,4,5, 6,7,8,9, 10,11,12, 13,14, 15, 16,17,18
Develop, implement and evaluate systemic plan to support Schools in Improvement to ensure that resources and support are deployed effectively and efficiently	Continuous School Improvement	Office of School Performance Division of Curriculum and Instruction Division of Strategic Initiatives Division of Assessment, Accountability and Research	Achievement Steering Committee Meetings in schools in Improvement 2, Corrective Action or Restructuring Executive Team meetings Senior Staff meetings Principals’ meetings Professional development Visitation teams	Deliverable – systemic plan to support Schools in Improvement Minutes and agendas AYP data	8/15/07 and yearly through 6/15/12	1,2,3,4,11,12,14,18
Participate in the Instructional/Program Review Processes	Continuous School Improvement	Office of School Performance Division of Curriculum and Instruction	Review instruments Guiding questions Professional development	Deliverable – schedule of reviews and follow up reports AYP data	8/30/07 and yearly through 6/15/12	1,2,3,4,5, 6,7,8,9, 10,11,12, 13,14, 15, 16,17,18

Goal I – Academic Achievement

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Attend School Improvement Team meetings and provide assistance in completing the Six Step Model of School Improvement planning in Schools in Improvement	Continuous School Improvement	Office of Continuous School Improvement	School Performance Data Six Step Model templates	Deliverables – completed School Improvement Plans	8/30/07 and yearly through 6/15/12	1,2,3,4,5, 6,7,8,9, 10,11,12, 13,14, 15, 16,17,18
Assist Principals and School Schedulers in reviewing master schedules to assign staff for greatest student achievement	Continuous School Improvement	School Scheduler Principal Department Chairs Office of Student Data	School’s master schedule School Performance Data	Calendar of meetings, Completion of master schedule	8/30/07 and yearly through 6/15/12	1,2,3,4,5, 6,7,8,9, 10,11,12, 13,14, 15, 16,17,18
Analyze senior class attendance, withdrawals and performance and develop strategies for improving graduation rate	Continuous School Improvement	PPW Social Worker Counselors Attendance Assistant Principal	Senior transcripts Transfer and withdrawal records	Graduation and Drop Out Data	8/30/07 and yearly through 6/15/12	11,12

Goal I – Academic Achievement

Strategy 4: Provide support to schools and students to ensure participation and performance on the PSAT, SAT, ACT and Accuplacer.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Review PSAT/NMSQT participation data for each high school to identify areas in need of support for increased participation	Student Services	Division of Student Services Testing Office	Testing Office	Participation Data by school and student groups	8/30/07 – 6/15/12	2,3,4,5,6, 7,15,18
Identify students who are not signing up for college placement exams and develop a communication plan to share the importance of the test with parents and deliver targeted interventions for NCLB student groups to ensure enrollment in college placement exams	Student Services	Coordinator of School Counseling Office Student Services Personnel School Counselors	AACC in-school administration of Accuplacer; Accuplacer results by student groups and schools AACPS Webpage Public Information Office (Connect ED)	MSDE Docushare; Score reports for SAT and ACT Number of targeted students enrolled in college placement exams	8/30/07 – 6/15/12	2,3,4,5,6, 7,15,18
Support increased access to rigorous course taking, particularly the SAT Prep Courses for all student groups	Student Services	Coordinator of School Counseling Office; School Counselors; Student Services Personnel		Number of targeted students enrolled in college placement courses	8/30/07 – 6/15/12	3,5,6,7,8, 9,10,13, 14,15

Goal I – Academic Achievement

Strategy 5: Support students as they prepare to enroll in post-secondary education

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Research and develop structures to support school-level Student Services collaboration in order to achieve student success in post-secondary planning.	Student Services	Student Services Leadership Team	Career Connections Facilitators Community Partners	Senior Survey Data	8/30/07 – 6/15/12	3,11,12, 13,14,15
Develop and deliver targeted programs and services to students and parents to assist with post-secondary planning	Student Services	Student Services Personnel	Career Connections Facilitators Community Partners	Senior Survey Data	8/30/07 – 6/15/12	3,11,12, 13,14,15
Deliver targeted interventions that promote college readiness for NCLB student groups	Student Services	Student Services Personnel	Career Connections Facilitators Community Partners	Senior Survey Data	8/30/07 – 6/15/12	2,3,4,5,6, 7,15,18
Collaborate with AVID and Office of Gifted/Talented and Advanced Programs to increase the number of students who are prepared for college	Student Services	Student Services Leadership Team	Career Connections Facilitators Community Partners	Senior Survey Data	8/30/07 – 6/15/12	2,3,4,5,6, 7,15,18

Goal I – Academic Achievement

Strategy 6: Develop, implement and evaluate Alternative Education options

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Establish satellite Evening High schools in any high school that does not achieve AYP in the area of graduation rates	Alternative Education	Director of Alternative Education Directors of School Performance Division of Student Services Principal Evening High Schools Principals	Funding for Satellite staff Phone, computer and SASI set up Teaching and administrative staff	Student Enrollment Credit accrual rates HSA pass rates Drop out rates	2/1/08 and yearly through 2/1/12	11,12
Implement Twilight Schools both semesters in all high schools	Alternative Education	Directors of School Performance Division of Student Services Principal EHS Principals Twilight School Lead Teacher	Staff stipends	Student enrollment Attendance Academic performance Credit recovery Drop out rates	8/30/07 – 6/15/12	11,12

Goal I – Academic Achievement

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Implement Summer School	Alternative Education	Director of Alternative Education Directors of School Performance Division of Student Services Principal Evening High Schools	Staff stipends	Student enrollment and attendance Academic performance Credit recovery Drop out rates	8/30/07 – 6/15/12	11,12
Develop, plan and implement Dual Credit/Dual Enrollment at Anne Arundel Community College (AACC) and Sojourner Douglass College (SDC)	Alternative Education	Director of Alternative education Directors of School Performance Division of Student Services Principal Evening High Schools Principals	MOU with AACC/SDC Curriculum approval for dual credit	Student enrollment and attendance Academic performance Drop out rates	2/1/08 and yearly through 2/1/12	11,12
Implement partnership with Woodlands Job Corps	Alternative Education	Directors of Curriculum Director of Alternative Education Directors of School performance Principal of EHS Principals PPW's School Counselors	MOU with Job Corps identification of eligible students attendance enrollment at EHS	Student enrollment and attendance Academic performance Drop out rates Student discipline	8/30/07 – 6/15/12	11,12

Goal I – Academic Achievement

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Implement PBIS	Alternative Education	Director of Alternative Education Facilitator of PBIS Principals PBIS teams Coaches	80% staff buy in Attendance at summer institute and regional meetings Coach SWIS	Student enrollment and attendance Academic performance Credit recovery Drop out rates	8/30/07 – 6/15/12	11,12
Implement Teen Parent Programs	Alternative Education	Director of Alternative Education Teacher Specialist Home Hospital teaching Department of Social Services	Referrals from school counselors MOI Teacher Stipends	Student enrollment and attendance Academic performance Drop out rates	8/30/07 – 6/15/12	11,12
Implement Sharp Street alternative to suspension program	Alternative Education Equity Assurance and Human Relations	Director of Alternative Education Director of Equity Assurance and Human Relations Director of AABGC Teacher Specialist Home Hospital Teaching Principals Faith Based community	Referral process MOI Transportation Teacher and support staff stipends	Student enrollment and attendance Academic performance Student discipline performance Drop out rates	8/30/07 – 6/15/12	11,12

Goal I – Academic Achievement

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Implement Alternative One	Alternative Education	Director of Alternative Education Directors of School Performance Principals Alternative One teachers	Alternative One teachers data collection tools staff development opportunities MOI SASI access	Student enrollment and attendance Academic performance Student discipline performance Drop out rates	8/30/07 – 6/15/12	11,12
Support increased access for at risk students to credit recovery programs including online courses; Twilight, Summer, and Evening High School Programs.	Student Services	Division of Student Services Division of Alternative Education Division of Curriculum and Instruction	Data on Student populations attending the programs Professional Development Tools, i.e. Blackboard	Updates to alternative credit recovery offerings as available	8/30/07 – 6/15/12	11,12
Continue to deliver training to all student services staff on graduation requirements and alternative methods to earn and/or recover credit.	Student Services	Student Services Personnel Division of Alternative Education	Data on Student populations Professional Development Tools, i.e. Blackboard	Updates to alternative credit recovery offerings as available	8/30/07 – 6/15/12	11,12
Implement and monitor Collaborative Decision Making (CDM) action plans to support student achievement	Student Services	Student Services Personnel Director of Special Education	Facilitator for CDM process List of EBI	Grade Point Averages Attendance Drop out rates	8/30/07 – 6/15/12	11,12

Goal I – Academic Achievement

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Identify specific causes for students' dropout or disengagement in order to develop and implement targeted action plans that reflect evidence-based interventions to increase student engagement	Student Services	Student Services Personnel Division of Curriculum and Instruction Office of School Performance	Dropout data by student groups and by school	Drop out rates	8/30/07 – 6/15/12	11,12

Goal I – Academic Achievement

Strategy 7: Provide support to schools as they access and analyze instructional data to improve student achievement.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Rollout the Scantron benchmarking system to all schools to collect benchmark data.	Accountability	Office of Accountability Division of Curriculum and Instruction Office of School Performance	Implementation of the Scantron Achievement Series	Successful completion of all benchmark assessments	7/30/07 and through 6/15/12	1, 2, 4, 18
Provide training to schools on the access and analysis of benchmark data.	Accountability	Office of Accountability	Professional Development Access to computer labs	Reports on all school benchmark compliance	10/30/07 and yearly through 6/15/12	1, 2, 4, 18
Provide access and training in the analysis of summative data (MSA and HSA scores)	Accountability	Office of Accountability	Professional Development Access to computer labs	ERO rosters List of schools in-serviced	8/30/02 and yearly through 6/15/12	1, 2, 4, 18
Provide training to all Central Office and school-based administrators on the Educational Data Warehouse	Accountability	Office of Accountability	Professional Development Access to computer labs	ERO rosters	8/30/02 and yearly through 6/15/12	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 15, 18
Collaborate with the Division of Technology to ensure timely and easy-to-use reports.	Accountability	Office of Accountability	Regular meetings to plan reports	EDW minutes	7/30/07 and yearly through 6/15/12	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 15, 19

Goal I – Academic Achievement

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Provide targeted data collection and analysis to Schools in Improvement	Accountability	Office of Accountability Division of Curriculum and Instruction Office of School Performance	Data files of test scores	Agendas	7/30/07 and yearly through 6/15/12	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 15, 18
Provide support to clusters in the collection and analysis of data	Accountability	Office of Accountability Division of Curriculum and Instruction Office of School Performance	Data files of test scores	Schedules and agendas	8/30/07 and yearly through 6/15/12	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 15, 18
Develop systems for progress monitoring in schools	Accountability	Office of Accountability Office of School Performance	Professional development	Samples of data collection charts Power point presentations	9/30/07 and yearly through 6/15/12	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 18
Investigate data management systems that will provide a comprehensive dashboard of student data	Accountability	Office of Accountability	Focus groups, opportunities to investigate needs	Development of an RFI or the adoption of a program	8/30/07 and yearly through 6/15/12	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 18
Collaborate with divisions within the Central Office to identify and articulate their data needs	Accountability	Office of Accountability	Regular meetings to determine needs assessment	Minutes	7/30/07 and yearly through 6/15/12	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 18

Goal I – Academic Achievement

Strategy 8: Provide support to schools for the implementation of federal, state, and county-mandated assessments.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Inform school of criteria for determining student eligibility for each assessment.	Testing Office	Testing Office Technology Application Student Data Principals School Test Coordinators Directors of School Performance Special Education Charter School Division of Student Support Services Curriculum & Instruction	Additional Testing Specialists Technology Solution USDE MSDE’s Specification Manual MSDE’s Maryland Accommodations Manual	Pretest File Student Information Form Communication Log Testing Calendar	07/01/07 – 06/30/12	1,2,3,4,5,7

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Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Implement pre-assessment procedures for each assessment.	Testing Office Technology Solution	Testing Office Purchasing Curriculum & Instruction Professional Staff Development Student Support Services Warehouse Curriculum & Instruction Technology Application Web Manager	Additional Testing Specialists needed Testing Calendar Training Calendar Business/Mgmt. Svcs. Software/Technical Programs MSDE’s Testing Calendar USDE’s Testing Dates CollegeBoard’s Testing Date Testing Manuals & Ancillaries	Communication Log Agendas Purchase Orders Calendars for Follow-Up Pretest File Reports	07/01/07 – 06/30/12	1,2,3,4,5, 7

Goal I – Academic Achievement

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Communicate test administration and test security policies and procedures each assessment.	Testing Office Special Education Student Support Services	Testing Office Special Education Warehouse Student Support Services Principals School Test Coordinators Test Examiners Proctors Observers Directors of School Performance Curriculum & Instruction	Additional Testing Specialists needed Training Sessions MSDE Vendors Division of Student Support Services Business/Mgmt. Svcs. Training Room Computer Labs Incentives Refreshments Supplies Laptops Minerva Blackboard Substitute Money	Agendas Sign-in Sheets ERO Surveys Non-Disclosure Agreement Forms Documentation Binders Signature Tracking Forms Communication Log	07/01/07 – 06/30/12	1,2,3,4,5,7

Goal I – Academic Achievement

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Implement post-assessment procedures for each assessment.	Testing Office Technology Solution Warehouse	Testing Office Technology Applications Student Data Special Education Student Support Services Principals School Test Coordinators Research & Accountability PIO Guidance Counselors	MSDE Vendors Posttest Files Excused & Exempted Forms Student Information Reports Home Reports & Labels Signature Tracking Forms Parent Letters Binder Documentation Committee Stipends	Documentation Committee Documentation Audit Signature Tracking Forms Debriefing & Feedback from Principals, School Test Coordinators, Test Examiners, Directors of School Performance	07/01/07 – 06/30/12	1,2,3,4,5,7

Goal I – Academic Achievement

Strategy 9: Provide support for schools and Central Office in reporting and analyzing data, and in evaluating programs.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Develop mechanisms for reporting, disseminating and interpreting research/evaluation findings to AACPS staff.	Research	Executive Director, Division of Assessment, Accountability and Research (DAAR) Chief School Performance Officer Directors of School Performance	Secretarial/Clerical staff	Deliverable - Communication Plan	11/15/07 – 06/30/12	1, 2, 3, 4, 5, 6, 7, 18
Develop a district-wide Research & Evaluation Review Team representing key stakeholders, both from within AACPS and external research institutions.	Assessment, Accountability and Research	Director of Humanities and Arts Content Coordinators Resource teachers	Program Evaluation specialist; Logistics Support Specialist	Deliverable – approved list of Review and Evaluation Team members (revised yearly and Yearly Calendar of Research & Evaluation Review Team Meetings	11/01/07 – 06/30/12	3, 6, 17, 18
Develop formative assessment master plan & timeline to address item development and annual assessments of local countywide assessment instruments	Assessment, Accountability and Research	Chief Information Officer DAAR Coordinator of Research Division of Curriculum and Instruction Office of School Performance	Consultants to assist with item development process	Deliverable – Master Plan & Timeline	2/1/08 – 4/30/08	2, 4, 18

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Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Develop a three-year research design and program evaluation review with Research Review Committee	Research	Coordinator of Research Program Evaluation Specialist Directors of Curriculum Logistics Support Specialist		Deliverable – Finalized three-year research design and program evaluation review	2/1/08 – 4/30/08	2, 4, 18
Implement mechanism(s) for reporting, disseminating and interpreting research/evaluation findings to AACPS staff.	Research	Chief Information Officer Public Information Office Office of Design and Print		Phase-in of mechanism(s) for reporting, disseminating and interpreting research/evaluation findings to AACPS staff.	12/01/07-06/30/12	1, 2, 3, 4, 6, 7, 18

Goal I – Academic Achievement

Strategy 10: Provide support to schools, District Office and Board of Education staff in the collection, reporting and analysis of accurate student data.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
<p>Provide training for school and district office administrative staff in the use of student information software (SASI) in order to collect accurate data, access student data and report student data</p>	<p>Student Data</p>	<p>Office of Student Data Professional Staff</p>	<p>Additional staff member to support the collection and correction of data to ensure data accuracy for AYP data.</p>	<p>Quarterly error reports to schools. Quarterly report cards issued. Quarterly Interim reports issued.</p> <p>Quarterly data supplied to the Educational Data Warehouse</p> <p>Course history updated on a semester basis.</p> <p>On time and accurate submission to MSDE of annual:</p> <p>Count of Student Enrollment</p> <p>MSA Attendance File</p> <p>School Year Attendance File</p> <p>Disciple Data</p> <p>Completer Data</p>	<p>8/30/07 – 6/15/12</p>	<p>3,5,6,11,12,13,17</p>

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Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Provide training and support to school-based instructional staff in the use of the student information software in order to accurately and efficiently report electronic student data for grade reporting and attendance	Student Data	Office of Student Data Professional Staff	Time for training in schools	Quarterly error reports to schools. Quarterly report cards issued. Quarterly Interim reports issued. Quarterly data supplied to the Educational Data Warehouse	8/30/07 – 6/15/12	11,12,14
Provide training and support to instructional staff in the use of the student information software in order access student testing data, attendance data and parent contact data	Student Data	Office of Student Data Professional Staff	Training times	Verification of teacher access to SASI. Request from teachers for additional training.	8/30/07 – 6/15/12	1,2,4,17, 18
Provide data for ad hoc data requests by schools, central office and Board of education members	Student Data	Office of Student Data Professional Staff	Additional staff to report data	Data reports and or process are developed for distribution and stored for future reference.	8/30/07 – 6/15/12	6,11,14,17

Goal I – Academic Achievement

Strategy 11: Provide support to schools and District Office staff in the implementation of and recording of instructional programs leading to student success and high school graduation.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Develop the process and provide training for school and district office administrative staff in the use of student information software (SASI) to develop and create schedules that support student achievement	Student Data	Office of Student Data Professional Staff Office of Continuous School Improvement	Position filled: Manager for Senior High School scheduling	Schools provide accurate, timely and balanced schedules for students	8/30/07 – 6/15/12	3,6,11,14, 16
Evaluate scheduling implications when changing school schedules	Student Data	Office of Student Data Professional Staff		Developing trial schedules and reports for staff evaluation.	8/30/07 – 6/15/12	3,6,11,14, 16,
Maintain an accurate electronic course file and process for ensuring that students meet graduation requirements	Student Data	Data Professional Staff	Consistent training for guidance staff	Accurate maintenance of electronic student transcripts.	8/30/07 – 6/15/12	6,11,14,16
Provide data for ad hoc data requests by schools, central office and Board of education members	Student Data	Office of Student Data Professional Staff	Additional staff to report data	Data reports and or process are developed for distribution and stored for future reference.	8/30/07 – 6/15/12	3,11,14
Analyze school needs for instructional data in order to provide for the development of a process to procure additional software for to use for monitoring students instructional progress	Student Data	Senior Manger for Accountability, Student Data Administrator		Monitoring of an existing action plan	10/2/-7 and yearly through 6/15/12	3,6,11,14, 16

Goal I – Academic Achievement

Strategy 12: Provide information and training for parents to enhance their ability to support their children’s academic success.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Develop and implement countywide conferences for parents based on needs survey data	School & Family Partnerships	Parent Involvement Specialist, Administrator Office of School & Family Partnerships, Relevant Curriculum offices	Needs Survey, Refreshments, Training Packets	Parent Evaluations Program for the Day Flyers	9/30/07-6/15/12	1,2,4
Develop and implement training for a school staff and parent team from each school. Each team will deliver customized parent workshops in their school community	School & Family Partnerships	Parent Involvement Specialist, Administrator Office of School & Family Partnerships, Relevant Curriculum offices, AACC – Teach Institute	Training Manuals Workshop supplies Homework Toolkits MegaSkills Books Refreshments Signage	Agendas Evaluations Schedule of training delivered at each school	10/2/07 and yearly through 6/15/12	1,2,4

Goal I – Academic Achievement

Strategy 13: Support academic achievement by providing communication, computer software applications, computer hardware and support services to all AACPS technology users.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Provide fast and reliable Internet and network services for all AACPS technology users	Technology	Senior Manager, Technology Operations, Senior Network Analysts	Funding for services	The Technology Operations Group monitors bandwidth utilization on a daily basis as well as analyze Help Desk reports	07/01/07 – 06/30/12	1,2,3,4,5, 6,7,8,9,10, 11,12,13,14,15,16, 17,18
Provide classroom technology and desktop software evaluation, specification, installation, training, maintenance and support for all AACPS technology users	Technology	Senior Manager, Field Support, Operations, Help Desk, Applications Network Analysts, Support Techs, Systems Analysts	No additional resources needed	Instructional software titles and hardware are continuously evaluated for operation and functionality. This includes individual software titles as well as Single Textbook Adoption titles.	07/01/07 – 06/30/12	1,2,3,4,5, 6,7,8,9,10, 11,12,13,14,15,16, 17,18

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Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Provide technology-related, instructionally-based, on-going professional development for teachers, central office instructional staff, and administrators.	Technology	Instructional Technology Manager, Instructional Technology Resource Specialists	Maryland Teacher Technology Standards, Maryland Technology Standards for Administrators, Maryland Technology Literacy Standards for Students MSDE Admin Toolbox, AACPS Admin Technology Program Professional Development BlackBoard	Session or course evaluations ERO data BlackBoard reports	07/01/07 – 06/30/12	1,2,3,4,5, 6,7,8,9,10, 11,12,13,14,15,16, 17,18

Goal I – Academic Achievement

Strategy 14: Provide efficient and effective services through timely:

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Budget Transactions: transfer of funds, add new accounts, update account number fields, update position data	Budget	Budget Analyst/Technician	No additional resources needed	Documents available on line &/or hard copy in Budget Office.	8/30/12 – 6/15/12	1,2,3,4,5 6,7,8,9,10 11,12,13 14,15,16 17,18
Budget Documents: Budget Book, Budget Request documentation, Organization Charts	Budget	Budget Analyst/Technician	No additional resources needed	Distribution to internal offices, AA County, MSDE, as well as published on web site.	8/30/12 – 6/15/12	1,2,3,4,5 6,7,8,9,10 11,12,13 14,15,16 17,18
Budget Reports: monthly transfer report, monthly report of expenditures, annual budget report	Budget	Budget Analyst/Technician	No additional resources needed	Distribution to BOE, AA County, and MSDE as required.	8/30/12 – 6/15/12	1,2,3,4,5 6,7,8,9,10 11,12,13 14,15,16 17,18

Goal I – Academic Achievement

Strategy 15: Support academic achievement through efficient and effective financial services.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
In order to address the recommendation of the budget task force, evaluate streamlining vendor payment process by implementing the Advantage Financial on-line tracing of goods received	Finance	Supervisor of Finance, Lead Accountants	No additional resources needed	Adherence to implementation schedule	8/30/07 – 3/1/08	1,2,3,4,5 6,7,8,9,10 11,12,13 14,15,16 17,18
Evaluate the fiscal year close-out process to facilitate a smoother close-out and reduce disruption to normal business processes	Finance	Supervisor of Finance, Lead Accountants	No additional resources needed	Adherence to prescribed schedule	8/30/07 - 11/1/07	1,2,3,4,5 6,7,8,9,10 11,12,13 14,15,16 17,18
Implement the newest release of Advantage Financial to improve the user friendliness of the system for financial secretaries. Navigation will be easier, system will respond quicker and page search capabilities are improved	Finance	Supervisor of Finance, Project Team, Support Teams and Advisory Group	No additional resources needed	Adherence to implementation schedule, Project Team Meetings	8/30/07 - 10/22/07	1,2,3,4,5 6,7,8,9,10 11,12,13 14,15,16 17,18

Goal I – Academic Achievement

Strategy 16: Assist schools by providing a revenue stream through Medicaid reimbursement that can be used to expand and enhance special education services

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Process and submit school Medicaid claims in a timely manner	Medicaid	Medicaid Technicians School Personnel	No additional resources needed	Annual reports – increase in claims billed	07/01/07 – 06/30/12 (with quarterly reviews)	1,2,3,4,5 6,7,8,9,10 11,12,13 14,15,16 17,18
Distribute reimbursements received in a timely manner so that schools are able to access for services for students	Medicaid	Medicaid Technicians Medicaid Accountant	No additional resources needed	Distribution reports to schools	Bi-monthly distributions – yearly through 6/15/12	1,2,3,4,5 6,7,8,9,10 11,12,13 14,15,16 17,18

Goal I – Academic Achievement

Strategy 17: Support academic achievement through efficient and effective purchasing services.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Evaluate the Early Order Furniture Program for improvements to ensure that furniture needed for the next school year is ordered and delivered during the first two weeks in July preceding the new school year	Purchasing	Lead Buyer Directors of School Performance Principals	No additional resources needed	Adherence to prescribed schedule	01/01/08 and yearly through 7/31/12	1,2,3,4,5 6,7,8,9,10 11,12,13 14,15,16 17,18
Evaluate the Single Textbook Adoption Program for improvements to ensure that textbooks needed for the next school year are ordered and delivered during the first two weeks in July preceding the new school year	Purchasing	Senior Buyer Review and Evaluation Committee Textbook Manager	No additional resources needed	Adherence to prescribed schedule	04/01/08 and yearly through 08/31/12	1,2,3,4,5 6,7,8,9,10 11,12,13 14,15,16 17,18
Requisitions are processed within an average 10 work days	Purchasing	Staff	No additional resources needed	Monthly reporting on requisition processing to ensure objective is met and determine where there may be exceptions that need attention.	07/01/07 and yearly through 6/30/12	1,2,3,4,5 6,7,8,9,10 11,12,13 14,15,16 17,18

Goal I – Academic Achievement

Strategy 18: Support academic achievement through the timely delivery of classroom materials.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Identify courses to be included in the next year’s Single Textbook Adoption Program	Instructional Materials and Textbooks	Department of Curriculum & Instruction Department of Instructional Materials and Textbooks	Listing of Single Textbook Adoption Cycle Requests from stakeholders	The updated Single Textbook Adoption cycle is posted on the AACPS website	5/1/07 yearly through 6/15/12	1, 2, 3, 4, 5,6,7, 8,9 10, 11, 12, 13,14,15, 16,17,18
Review and evaluate textbooks for Single Textbook Adoption	Library Media Instructional Materials and Textbooks	Division of Library & Media Services Department of Instructional Materials and Textbooks Department of Curriculum & Instruction Teachers, Parents & Students	Textbooks and Instructional Materials	Completed Evaluation Forms Selections updated on website	9/18/07 yearly through 1/30/12	1, 2, 3, 4, 5,6, 7,8, 9,10, 11, 12, 13, 14, 15, 16, 17,18

Goal I – Academic Achievement

Strategy 19: Support academic achievement by providing efficient and effective food and nutrition services’ programs that result in healthy, active students who are prepared to learn.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Use established benchmarks to evaluate overall food service program effectiveness and identify areas where improvement is needed	Food & Nutrition Services	Supervisor, Food & Nutrition Services, Food Services Accountant, Area Specialists, Food Service Managers	No additional resources needed	Annual Reports	11/1/07 – 6/15/12	1,2,3,4,5, 6,7,8,9,10, 11,12,13, 14,15, 16 ,17,18
Formalize Food & Nutrition Services participation in the provision of coordinated school health promotion programs, which teach students lifelong skills for overall health and wellness	Food & Nutrition Services	Physical Education and Dance Curriculum Representative, Nutrition Coalition Members, Food & Nutrition Services Staff	No additional resources needed	Annual Program Reports Meeting Minutes	11/1/07 - 6/15/12	1,2,3,4,5, 6,7,8,9,10, 11,12,13, 14,15,16 ,17,18
Develop a process for obtaining input from students, parents, school administrators, and other interested stakeholders to improve program participation.	Food & Nutrition Services	Supervisor, Food & Nutrition Services, Area Specialists, Food Service Managers	No additional resources needed	Meeting Minutes Annual Reports	11/1/07 – 6/15/12	1,2,3,4,5, 6,7,8,9,10, 11,12,13, 14,15,16 ,17,18

Goal I – Academic Achievement

Strategy 20: Build capacity of the school system to increase external resources.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Prioritize funding and resource needs in order to address the most critical academic achievement issues.	Development	Associate Development Officers Input from Executive Staff	Strategic Development Plan covering FY 08 – FY12	Deliverable—strategic Development/Fundraising plan	11/1/07 – 7/1/08	7,8,12,15, 16,17
Research and apply for grant funding.	Development	Associate Development Officers	Research Engines, subscriptions to funding information sources	Number of grants submitted and funded. Total amount of awarded funds. Dependent on availability of and eligibility for grant funding.	11/1/07 – 6/15/12	7,8,12,15, 16,17
Provide technical assistance on grant development and fundraising to AACPS personnel	Development	Associate Development Officers	Grant, Fundraising and Grant Project Management guidelines and manuals	Number of workshops and meetings with teams Assistance to school grant teams	11/1/07 – 7/1/12	7,8,12,15, 16,17

Goal I – Academic Achievement

Strategy 21: Provide support to schools by way of recognizing students who excel in their studies.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Hold rotating, periodic forums across the county to provide an avenue for parent and community input while simultaneously answering questions and communicating information about new initiatives and programs.	Public Information	Public Information Office	Space accommodations Audiovisual and sound equipment from Design & Print Services		11/30/07 – 6/15/12	1,2,3,4,5,6 7,8,9,10, 11,12,13, 14,15,16 17,18
Create countywide elementary, middle and high school Student of the Month awards as a way to highlight student achievement; honor students at a night board meeting each month (to avoid missing class time); give attention to stories on Web site and television station, and work with local newspapers to publicize each month	Public Information	Public Information Office, Board of Education	Awards Time on Board of Education meeting agenda Establishment of criteria/judging		1/30/08 – 6/15/12	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 17

Goal I – Academic Achievement

Strategy 22: Support academic achievement by providing effective, cost-effective and efficient student transportation services.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Provide transportation services for regular route and programmatic needs with an on-time student delivery achievement determined to be sufficient for service stakeholders and supportive of the educational process	Transportation	Supervisor of Transportation Administrative Specialist Area Specialists Directors of School Performance Principals	No additional resources needed	Feedback secured by interview of Directors of School Performance, twice during the performance period.	8/15/07 – 6/15/12	6,7,8,15
Secure quality and cost-effective contracted transportation services to support field trips and extra-curricular efforts for curriculum enrichment activities	Transportation	Supervisor of Transportation Administrative Specialist Specialist in Transportation	No additional resources needed	Survey data secured following activity where service was provided. Produce final report at the conclusion of the performance period.	08/15/07 – 6/15/12	6,7,8,15

Goal I – Academic Achievement

Strategy 23: Support academic achievement through four essential functions: Document and Publication Design, Photography and Display Services, In-House Printing and Copying, and Video Broadcasting.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Consult with the Department of Curriculum to design, print, or produce Benchmark Assessments, Pacing Guides, Classroom materials (e.g., posters, booklets, handouts, brochures), Videos (e.g., Brown vs. BOE, Outdoor Education, Martin Luther King, Banneker Douglas Museum)	Design and Print Services	Design Services Print Services TV Broadcast Services Photo/Display Services	Funds for printing and distribution	Deliverables – assessments, pacing guides, classroom materials, videos	8/30/07 – 6/15/12	1,2,3,4,5, 6,7,8,9, 10,11,12, 13,14, 15, 16,17,18

Goal I – Academic Achievement

Strategy 24: Provide efficient and effective legal support to ensure successful implementation of performance goals established by the Board and Superintendent

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Conduct legal sufficiency review of policies and regulations.	Legal Services	Director of Legal Services and Staff Counsel	Funding for employee responsible for developing and ensuring consistency of policies and regulations and timely updates.	Advise AACPS staff of results of review and legal implications Approval of new and updated policies and regulations.	8/30/07 – 6/15/12	1,2,3,4,5, 6,7,8,9, 10,11,12, 13,14, 15, 16,17,18
Provide advice and support concerning legal issues arising out of AACPS programs and activities.	Legal Services	Director of Legal Services and Staff Counsel	Printing	Comprehensive training for AACPS staff to ensure adherence to policies, regulations and protocols Accessibility to school and AACPS administration.	8/30/07 – 6/15/12	1,2,3,4,5, 6,7,8,9, 10,11,12, 13,14, 15, 16,17,18
Analyze the effect of new legislation, laws, and regulations on AACPS.	Legal Services	Director of Legal Services and Staff Counsel	Funding to attend conferences, subscriptions to publications, and research tools.	Keep abreast and advise of changes in laws through research, periodicals, training, and conferences.	8/30/07 – 6/15/12	1,2,3,4,5, 6,7,8,9, 10,11,12, 13,14, 15, 16,17,18

Goal I – Academic Achievement

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Represent AACPS in judicial and administrative proceedings.	Legal Services	Director of Legal Services and Staff Counsel	No additional resources needed	Evaluate quality of casework regularly to provide best possible service to AACPS. Effective communication with Board, Superintendent, staff, and AACPS community.	8/30/07 – 6/15/12	1,2,3,4,5, 6,7,8,9, 10,11,12, 13,14, 15, 16,17,18

GOAL II

Safe and Supportive Learning Environment

All students will be educated in a safe, positive, and supportive learning environment with a focus on security enhancements that support system-wide safety and discipline standards. AACPS will eliminate disparities among all *No Child Left Behind (NCLB)* student groups in the referral, suspension, and expulsion rates for violation of the Code of Student Conduct.

Goal II – Safe & Orderly School Environment

Strategy 1: Provide support to schools as they develop, implement, and monitor their school improvement plans relative to reducing referrals, suspensions and expulsions.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Provide schools with accurate up to the date discipline data	Safe & Orderly Schools	Director of SOS Special Assistants	Data Clerk	Monthly meetings, minutes	8/15/07 and yearly through 8/15/12	1,2
Provide in-service training to Assistant Principals to support their work with conducting investigations, handling difficult conferences, etc.	Safe & Orderly Schools	Director SOS Special Assistants	No additional resources needed	Agendas, sign-in sheets	8/15/07 and yearly through 8/15/12	1,2
Develop a process for conducting grade level meetings in schools where discipline problems are high	Safe & Orderly Schools	Director of SOS Special Assistants	No additional resources needed	Deliverable process – plan for conducting meetings	8/15/07-10/31/07	1,2
Implement the process for conducting grade level meetings in schools where discipline problems are high	Safe & Orderly Schools	Director of SOS Special Assistants	No additional resources needed	Agendas, minutes, calendars for follow-up	11/1/07-8/15/12	1,2
Monitor the process as well as quarterly review of the student discipline data	Safe & Orderly Schools	Director of SOS Special Assistants	No additional resources needed	Follow-up meetings, agendas, reports, discipline data	8/15/07-8/15/12	1,2
Incorporate intervention strategies during the investigative meetings	Safe & Orderly Schools	Director of SOS Special Assistants	No additional resources needed	Reports, documentation log	8/15/07 and yearly through 8/15/12	1,2

Goal II – Safe & Orderly School Environment

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Connect schools with outside resources to assist students with serious discipline issues	Safe & Orderly Schools	Director of SOS Special Assistants	No additional resources needed	Reports, documentation log, resource list	8/15/07 and yearly through 8/15/12	1,2
Assist schools with accurate interpretation of BOE policies, procedures and regulations governing Safe and Orderly Schools	Safe & Orderly Schools	Director of SOS Special Assistants	Code of Student Conduct, Discipline Policies	Phone log. In service agendas and sign-in sheets	8/15/07 and yearly through 8/15/12	1,2
Implement PBIS	Alternative Education	Director of Alternative Education Directors of School Performance Facilitator of PBIS Principals PBIS teams Coaches	80% staff buy in Attendance at Summer institute and Regional trainings Coach SWIS	Student attendance and academic performance Discipline data	8/30/07 – 6/15/12	1,2
Implement Decision Making Room (DMR) model in all secondary schools	Alternative Education	Director of Alternative Education Directors of School Performance Facilitator of PBIS Principal DMR staff	DMR room with computer, phone, SASI access Professional development MOI	Student attendance and academic performance Discipline data	8/30/07 – 6/15/12	1,2

Goal II – Safe & Orderly School Environment

Strategy 2: Provide support to, and monitoring of, schools as they provide a safe and supportive learning environment.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Conduct frequent visits to schools to evaluate safety and security plans and procedures	School Performance	Directors of School Performance	Safety and Security Plans	Weekly Office of School Performance meetings	9/15/08 - 6/15/12	4,5,7

Goal II – Safe & Orderly School Environment

Strategy 3: Increase interagency-targeted interventions to reduce the number of out-of-home school placements.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Implement and expand the Community Resource Initiative	Alternative Education Special Education	Director of Alternative Education Director of Special Education Coordinator of Non Public School Placements Director Local Coordinating Council Principals Student Services Personnel	Conference Room space/ Collaboration with leadership of AACo. child serving agencies	School referral packets Student attendance and academic performance	8/30/07 – 6/15/12	1,2,3
Develop and implement the Sharp Street alternative to suspension model	Alternative Education Equity Assurance and Human Relations	Director of Alternative Education Director of Equity Assurance and Human Relations Principals Faith based community Directors of AACo. Boys and Girls Club	Space Transportation Referral process MOI Staff stipends	Student attendance in home school and academic performance data Behavioral outcomes	8/30/07 – 6/15/12	1,2,3

Goal II – Safe & Orderly School Environment

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Expand Villa Maria Social Worker in the Schools model	Alternative Education	Director of Alternative Education Director of Villa Maria Health Systems Principals Student Services Personnel	Space for clinician Referral process	Student attendance in home school and academic performance data Behavioral outcomes	8/30/07 – 6/15/12	1,2,3
Implement partnership with Robert Pascal and Annapolis Youth Services	Alternative Education	Director of Alternative Education Directors of Robert Pascal Annapolis Youth Services Principals Student Service Personnel	Space for clinical services MOU Referral process MOI	Student attendance and academic performance data Behavioral outcomes	8/30/07 – 6/15/12	1,2,3

Goal II – Safe & Orderly School Environment

Strategy 4: Provide support to schools and central office staff to ensure that they have the appropriate, training, equipment, guidance and assistance to be able to facilitate security for our students and staff in security related emergency and non-emergency incidents in our facilities.

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Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Provide regular training for school-based ICS, Central Office ICS, and response teams.	School Security	Office of School Security Staff; Staff Development personnel;	Training providers, materials and venues Training funding for outside resource persons	After-training evaluations and critiques	7/1/07 - 6/30/12	4,7
Provide necessary equipment to increase the security for students and staff in school facilities	School Security	Office of School Security Staff; Facilities personnel	Capital Funding	Reports of completion, reviews by end-users in the schools, punch lists for various projects and input from Facilities personnel	7/1/07- 6/30/12	5
Provide necessary guidance and assistance in support of school administrators during emergency and non-emergency incidents in our facilities	School Security	Office of School Security Staff, Central Office ICS Team, School-based ICS Team, Incident Site Team, Student Site Team, Parent Site Team, Anne Arundel County Emergency Operations Center, Anne Arundel County Police/Fire and EMS, City of Annapolis, Police Fire and EMS	AACPS Communications Center, Central Office Emergency Operations Center, equipment for the various response teams	AACPS Communications Center Logs, Response team logs, After-action reports.	7/1/07 - 6/30/12	4,7

Goal II – Safe & Orderly School Environment

Strategy 5: Provide safe and secure learning environments within all new or renovated buildings through the use of established Crime Prevention through Environmental Design (CPTED) principles.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Employ established Crime Prevention Through Environmental Design (CPTED) principles in all planning studies for new or renovated buildings.	Facilities	Supervisor of Planning & Design, Supervisor of School Security	Capital Budget to fund initiative.	Revise solicitations for Architectural/Engineering planning and feasibility study services to include CPTED elements. Develop and review consultant’s scopes of work. Review consultant’s work products. Present work products to the Board of Education and State IAC for review and approval.	7/1/07 - 6/30/12	6
Employ established Crime Prevention Through Environmental Design (CPTED) principles such as access control, natural surveillance, formal surveillance, territoriality, defensible space, target hardening, and program interactions in all school designs for new or renovated buildings.	Facilities	Supervisor of Planning & Design, Supervisor of School Security, Supervisor of Construction	Capital Budget to fund initiative.	Revise solicitations for Architectural/Engineering design services to include CPTED elements. Develop and review consultant’s scopes of work. Review consultant’s work products. Present work products to the Board of Education and State IAC for review and approval.	7/1/07 - 6/30/12	6

Goal II – Safe & Orderly School Environment

Strategy 6: Provide support to schools, District Office and Board of Education staff in the collection, reporting and analysis of accurate student discipline data.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Develop the process and provide training for school and district office administrative staff in the use of student information software (SASI) to collect accurate teacher and student data	Student Data	Office of Student Data Professional Staff	Additional staff member to support the collection and correction of data to ensure data accuracy for AYP data.	Quarterly error reports to schools Quarterly data supplied to the Educational Data Warehouse	8/30/07 – 6/15/12	1,2

Goal II – Safe & Orderly School Environment

Strategy 7: Provide information and support to schools and parents to ensure safe and supportive learning environments.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Develop and provide workshops at countywide parent conferences that address safe and supportive learning environments	School & Family Partnerships	Parent Involvement Specialist, Administrator Office of School & Family Partnership Security Office	Security Plan	Parent Evaluations Program for the Day Flyers	9/30/07- 6/15/12	1,2
Provide countywide training to staff liaison and volunteer coordinator on security procedures for volunteers	School & Family Partnerships	Parent Involvement Specialist, Administrator Office of School & Family Partnerships	Training Manuals	Agendas Evaluations	9/25/07 and yearly through 9/25/12	1

Goal II – Safe & Orderly School Environment

Strategy 8: Support academic achievement by providing communication, computer software applications, computer hardware and support services to all AACPS technology users.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Provide communication tools such as Email, voice, pager, and radio communications to AACPS employees/sites	Technology	Senior Manager, Technology Operations, Senior Network Analysts Help Desk Staff Local Manager of Telecommunications Telephone Support Specialist	No additional resources needed	The Technology Operations Email Administrator monitors system performance on a daily basis	07/01/07 – 06/30/12	1,2,3,4,5, 6,7
Provide application development integration and training services for all AACPS functional business units, including Finance, Human Resources, Transportation, Office of Instruction, Office of Strategic Initiatives, etc.	Technology	Senior Manager, Application Software Senior Systems Analysts Programmer Analysts Senior Help Desk Specialist Help Desk Staff	No additional resources needed	Applications staff works with business and instruction leaders to formulate needs and maintenance for all software systems Help Desk staff works with Applications, Operations, Field Solutions staff, business and instruction leaders to formulate training needs for all software systems	07/01/07 – 06/30/12	1,2,3,4,5, 6,7

Goal II – Safe & Orderly School Environment

Strategy 9: Support the activities of school administration through occupational safety activities

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Evaluate accident trends and accident severity to facilitate a safe working and learning environment and to develop safety training.	School Security	Safety Specialist, Safety Committee, and location supervisors	No additional resources needed	Safety Committee meeting. Review and distribution of accident information to schools and locations.	10/15/07 and yearly through 6/30/12	1,2,5
Provide safety training to school based and central office employees.	School Security	Safety Specialist, Safety Committee and Facilities Department Personnel.	Enhanced program requires a Safety Trainer position	Safety training schedule	7/1/07 and yearly through 6/30/12	1,2,5,

Strategy 10: Support the activities of school administration through timely contracting.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Periodically meet with the Office of School Security to determine upcoming contracting needs whether firm or predictive to ensure that appropriate contracting is in place.	Purchasing	Buyer II Supervisor of School Security	No additional resources needed	Quarterly meetings and monitoring of active contracts. Notes from each meeting will be documented.	7/1/07 and yearly through 6/30/12	1,2,5,6
Reevaluate student furniture standards on quality, availability and pricing standards.	Purchasing	Lead Buyer Diverse Evaluation Committee	No additional resources needed	Adherence to agenda and schedule for final recommendations	9/1/07 and yearly through 2/28/12	1,2,5,6

Goal II – Safe & Orderly School Environment

Strategy 11: Support safe and supportive learning environments.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Provide customer service training to enhance employee focus on safe and supportive learning environments	Food & Nutrition Services	Specialist in the Office of Professional Growth and Development Area Specialists Food Service Managers Food Service Workers	No additional resources needed	Attendance Sheets & In-Service Training Plans Agenda	11/1/07 - 6/15/12	1,2,4,5,6,7
Utilize Hazard Analysis of Critical Control Points (HACCP) food safety procedures to keep food safe	Food & Nutrition Services	Area Specialists, Food Service Managers, Food Service Workers	No additional resources needed	Annual Anne Arundel County Department of Health HACCP Inspection Reports and HACCP Plan Approval	7/1/07 - 6/15/12	1,2,4,7

Goal II – Safe & Orderly School Environment

Strategy 12: Support a safe and supportive learning environment by providing safety products, equipment and programs necessary for student transportation services.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Procure safety equipment for manufacturer installation in the purchase of new school bus equipment that meets all applicable Federal, State and local laws.	Transportation	Supervisor of Transportation Transportation Specialist Administrative Specialist	No additional resources needed	Acceptance checks by Transportation Staff, and the Maryland Motor Vehicle Administration followed by appropriate documentation	10/15/07 - 07/31/12	1,2
Provide school bus inspections on a periodic basis to ensure safety for transported students	Transportation	Supervisor of Transportation Transportation Specialist Transportation Technicia Mechanical Maintenance Staff	No additional resources needed	Inspection documentation for each bus at each inspection occurrence	11/01/07- 07/31/12	1,2
Provide support and coordination efforts to perform periodic emergency bus evacuation drills at each school location, two times per year	Transportation	Supervisor of Transportation Administrative Specialist Transportation Technician School Bus Drivers and Aides School Personnel	No additional resources needed	Sign off documentation received and retained in Transportation Division after completion of each drill	08/01/07 - 07/31/12	1,2

Goal II – Safe & Orderly School Environment

**Strategy 13: Support safe and supportive learning environments through four essential functions:
Document and Publication Design, Photography and Display Services, In-House Printing and Copying, and Video Broadcasting.**

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Display materials to support positive, welcoming school images to students, staff and visitors	Design and Print Services	Design Services Print Services Photo/Display Services	No additional resources needed	Deliverable – displayed materials	8/30/07 – 6/15/12	1,2,3
Provide visual displays to support PBIS in schools.	Design and Print Services	Design Services Print Services Photo/Display Services	No additional resources needed	Deliverables – visual displays	8/30/07 – 6/15/12	1,2,3
Produce and provide school security emergency procedures posters, reference cards, student safety cards, SRO cards, videos of emergency procedures	Design and Print Services	Design Services Print Services TV Broadcast Services Photo/Display Services	No additional resources needed	Deliverables – posters, reference cards, student safety cards, SRO cards, videos of emergency procedures	8/30/07 – 6/15/12	1,2,3

Goal II – Safe & Orderly School Environment

Strategy 14: Provide effective legal services in a responsive manner to promote safe and supportive learning environments in Anne Arundel County Public Schools

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Conduct legal sufficiency review of policies and regulations	Legal Services	Director of Legal Services and Staff Counsel	Funding for employee responsible for developing and ensuring consistency of policies and regulations and timely updates.	Advise AACPS staff of results of review and legal implications Approval of new and updated policies and regulations	8/30/07 – 6/15/07	1,2,3,4,5, 6,7
Provide advice and support concerning legal issues arising out of disciplinary issues involving students and AACPS employees.	Legal Services	Director of Legal Services and Staff Counsel	No additional resources needed	Training for AACPS staff to ensure adherence to policies, regulations and protocols. Accessibility to school and AACPS administration	8/30/07 – 6/15/07	1,2,3,4
Represent AACPS in judicial and administrative proceedings	Legal Services	Director of Legal Services and Staff Counsel	No additional resources needed	Evaluate quality of casework regularly to provide best possible service to AACPS. Effective communication with Board, Superintendent, staff, and AACPS community.	8/30/07 – 6/15/07	1,2,3,5

GOAL III

Workforce Quality

Anne Arundel County Public Schools will ensure and maintain a work environment of respect and mutual collaboration by attracting and retaining a quality work force that demonstrates a commitment to providing a positive learning environment, values diversity, and reflects the diversity of the county and the relative labor market.

Goal III – Workforce Quality

Strategy 1: Engage in recruitment, selection and staffing activities which are designed to meet the needs of the district, seek diversity of candidates, and improve retention of underrepresented groups.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
<p>Vacancy Notifications Review and expand job descriptions and hiring criteria for teaching and support staff, to include experience and demonstrated competence in teaching or working with people from diverse educational and/or cultural backgrounds.</p>	<p>Recruitment and Staffing</p>	<p>HR Staff Office of Equity and Human Relations AACPS Supervisory Staff</p>	<p>No additional resources needed</p>	<p>All job descriptions will be updated: Unit I, II, II, IV, V, and VI</p>	<p>7/1/07 and yearly through 6/15/12</p>	<p>1</p>

Goal III – Workforce Quality

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
<p>Advertising</p> <p>Work with the Office of Equity Assurance and Human Relations to ensure that advertising strategies include communications which reach diverse populations</p> <p>Note specifically in all recruitment materials that AACPS actively encourages applications from members of underrepresented populations</p> <p>Increase coverage of issues of diversity on our cable television show</p> <p>Continue use of technology based recruitment tools to expand our outreach and applicant pool, and to further diversify recruitment efforts</p> <p>Develop and disseminate quality recruitment materials that reflect our commitment to diversity</p>	<p>Recruitment and Staffing</p>	<p>HR Recruitment Staff</p> <p>Public Information Office</p> <p>Office of Equity and Human Relations</p>	<p>No additional resources needed</p>	<p>Applicants for positions will reflect diversity.</p>	<p>7/1/07 and yearly through 6/15/12</p>	<p>1</p>

Goal III – Workforce Quality

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
<p>Recruitment</p> <p>Increase AACPS representation at commercial and career job fairs.</p> <p>Obtain recommendations regarding sources of diverse candidates from current employees in underrepresented populations.</p> <p>Encourage community organizations to provide incentives to attract a diverse group of applicants for the district.</p> <p>Develop and continue professional relationship with colleges/universities (placement offices, faculty members, other officials) with special interest in the job area.</p> <p>Develop and maintain a Human Resources website focused on recruitment.</p> <p>Develop models for expansion of diversity recruitment and retention.</p> <p>Explore “Grow your own” future minority teachers with National Alliance of Black School Educators.</p> <p>Work to create and develop collegial partnerships with historically black colleges and universities (HBCU) and minority colleges.</p>	<p>Recruitment and Staffing</p>	<p>HR Staff; Various Hiring Managers</p> <p>Office of Professional Growth and Development</p> <p>Public Information Office</p> <p>Office of Equity and Human Relations</p>	<p>Continued Funding of Recruitment Program</p>	<p>AACPS will participate in job fairs for non-instructional positions as well as instruction positions.</p>	<p>7/1/07 and yearly through 6/15/12</p>	<p>1</p>

Goal III – Workforce Quality

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
<p>Candidate Selection</p> <p>Conduct HR and/or AACPS sponsored training and development activities to enable supervisors to improve interviewing, hiring, and employee management skills.</p> <p>Ensure that all non-school based hiring authorities and recruiters participate annually in cultural proficiency and/or diversity training</p> <p>Review and expand administrative/supervisory job descriptions to include responsibilities for maintaining a supportive, inclusive school environment for a diverse community of students and staff</p> <p>Ensure that hiring panels contain diverse representation</p> <p>Conduct all interview and reference checks in a manner that reveals the applicant's views and experience with diversity issues</p> <p>Provide all work locations with data regarding staff demographics, and student demographics when appropriate, to increase awareness of diversity goals.</p>	<p>Recruitment and Staffing</p> <p>Records Management and Quality Control</p>	<p>HR Staff</p> <p>Office of Professional Growth and Development</p> <p>Office of School Performance</p> <p>Office of Assessment, Accountability and Research</p>	<p>Funding for Training Sessions</p>	<p>HR will sponsor one voluntary training and development activity each semester for supervisors, beginning Spring 2008</p> <p>Reports delivered to all work locations no later than June 1 for schools; July 1 for other work locations</p>	<p>7/1/07 and yearly through 6/15/12</p>	<p>1,4</p>

Goal III – Workforce Quality

Strategy 2: The employment of new teachers will be based on recruitment, selection, and placement of teacher based on their predicted competence, qualifications, background screening, and appropriateness for the position.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
<p>Recruitment</p> <p>Develop strategies to recruit teachers with prior teaching experience.</p> <p>Develop incentive and strategies to recruit and employ NBC teachers.</p> <p>Continue to explore expansion of alternative certification programs.</p> <p>Explore modification of contract language to adjust resignation date from July 15 to an earlier date to permit earlier award of new contracts.</p> <p>Maintain and explore expansion of college cohorts for advanced degrees, particularly in hard to fill areas.</p> <p>Conduct periodic training seminars to increase the technical ability of administrators/hiring authorities participating in the recruitment and interview processes.</p> <p>Determine staffing needs earlier in the hiring season to maximize getting the best candidates available before the competition.</p>	<p>Recruitment and Staffing</p>	<p>HR Recruitment Staff</p> <p>Office of Professional Growth and Development</p> <p>Office of School Performance</p>	<p>Continue funding support to T3 program with AACC</p> <p>Continued tuition reimbursement for teachers for coursework and advanced degrees in critical shortage areas.</p>	<p>Increase number of teachers in Core Academic Subjects (CAS) eligible to be designated Highly Qualified</p>	<p>10/1/07 and yearly through 6/15/12</p>	<p>1, 2, 4</p>

Goal III – Workforce Quality

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
<p>Staffing Assignments</p> <p>Engage support of Principals in teacher’s compliance regarding certification issues, particularly those related to NCLB qualifications.</p> <p>Track progress of teachers who are NHQ in CAS.</p> <p>Promote PRAXIS by exploring development of prep classes and seeking funding for test completers</p> <p>Encourage teaching assistants to participate in the college programs and cohorts to become highly qualified teachers.</p> <p>Offer staff development opportunities to achieve additional endorsements to enhance certifications.</p>	<p>Records Management and Quality Control</p>	<p>HR Certification Staff</p> <p>Office of Professional Growth and Development</p> <p>Office of School Performance</p>	<p>Additional staffing in certification</p>	<p>Increased number of classes in core academic subjects taught by highly qualified teachers</p>	<p>10/1/07 and yearly through 6/15/12</p>	<p>2,4</p>

Goal III – Workforce Quality

Strategy 3: Engage in recruitment, selection and staffing activities to increase the number of paraprofessionals supporting classroom instruction who may be deemed Highly Qualified, as defined by NCLB. (Currently, only paraprofessionals in Title I schools must be Highly Qualified.)

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
<p>Job Evaluation/Description Complete review and evaluation of all job descriptions for paraprofessionals to evaluate potential for career ladder opportunities. Include ParaPro test as a career ladder on Teaching Assistant job descriptions, where applicable.</p>	HR Operations	HR Staff Office of School Performance	No additional resources needed	Completion of all Unit IV job description reviews	7/1/07 and yearly through 6/15/12	3,4
<p>Recruitment Review and evaluate credentials of all newly hired TA’s to ascertain needs for meeting HQ requirements.. Explore ability to offer salary incentive to staff who are highly qualified.</p>	Recruitment and Staffing	HR Staff Director of Employee Relations	Bonus or stipend pay for new hires, if negotiated.	Increased hiring of TA’s who are highly qualified	11/1/07 and yearly through 6/15/12	3,4

Goal III – Workforce Quality

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
<p>Professional Growth/Development</p> <p>Encourage all paraprofessionals who are not deemed HQ in accordance with NCLB standards to take the Parapro exam by various communication initiatives.</p> <p>Partner with instructional staff to evaluate and provide a variety of professional development opportunities for paraprofessionals to support their job requirements and needs.</p> <p>Offer repayment of test fee for all passing grades via payroll or professional development reimbursement.</p> <p>Offer ParaPro testing at an Anne Arundel County location (test year 2007-2008 has locations in Columbia and Baltimore but not AACTy).</p>	<p>Records Management and Quality Control</p> <p>HRIS Project Management</p>	<p>HR Staff</p> <p>Office of Professional Growth and Development</p>	<p>Continued funding for Parapro reimbursement</p>	<p>Increased number of existing TA's who complete requirements to be highly qualified</p> <p>Report amount of funds expended for tuition reimbursement and professional development as applicable to employee groups terms of employment</p> <p>Lawson Implementation Project Plan</p>	<p>7/1/07 and yearly through 6/15/12</p>	<p>3,4</p>

Goal III – Workforce Quality

Strategy 4: Provide growth opportunities for employees, gather employee feedback, and assure that employees are recognized for their performance, growth, and achievements.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/Evidence	Start and End Date	Supported Indicators
<p>Staff Development</p> <p>Ensure that supervisors and managers are provided leadership and diversity training that include emphasis on employment law, workplace compliance issues, and performance and conduct management.</p> <p>Provide support for administrators and employees in addressing workplace issues and concerns, including guidance for decision making related to re-employment/continuation of probationary employees and employee discipline issues.</p> <p>Promote tuition reimbursement opportunities to eligible staff as well as options to the tuition reimbursement program, for applicable employees, to pay for training requirements/certifications for employees who do not require additional college credits.</p> <p>Provide periodic communications to administrators and employee regarding employment policy, procedures, and work-related concerns, including applicable collective bargaining matters.</p> <p>Work with all stakeholders to implement new HRIS technology, to include comprehensive training plan to prepare current employees in the retooling and new skill development required by the new system.</p>	HR Operations	HR Staff Supervisory Level Staff Office of Staff Development	Funding for training sessions and materials	HR Newsletter (2x/year) to Principals and Senior Staff HR meetings/conferences with Principals and Senior Staff Annual presentation by HR at HELP Conference	12/1/07 and yearly through 6/15/12	1,4

Goal III – Workforce Quality

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
<p>Employee Support</p> <p>Explore the development of a system-wide “Buddy/Mentor” program which crosses cultural, racial, and academic backgrounds.</p> <p>Seek opportunities to engage the business community in recruitment efforts.</p> <p>Decrease percentage of teachers with negative feedback regarding input obtained through New Teacher Survey regarding recruitment, processing, and benefits enrollment.</p> <p>Continue and expand New Teacher Survey to all employee groups and develop plans to respond to areas of concern or weakness.</p> <p>Evaluate exit survey information to discover areas of concern that impact turnover.</p> <p>Conduct employee surveys and focus groups to gauge needs and satisfaction</p> <p>Update and publish a new on-line Employee Handbook to ensure consistent and fair management practices</p> <p>Evaluate and monitor the cost/benefit of AACPS benefits offerings to ensure they are competitive</p> <p>Evaluate and improve employee satisfaction with HR functions.</p> <p>Explore need for development of other employee benefit programs, to include a formal employee referral program, employee wellness initiatives, and employer funded retirement contributions.</p>	<p>HR Operations (primary)</p> <p>Recruitment and Staffing (secondary)</p>	<p>HR Staff</p> <p>Supervisory Level Staff</p> <p>Director of Employee Relations</p> <p>Benefits Consultants</p> <p>AACPS Staff</p> <p>Public Information Office Staff</p>	<p>Annual fee for on-line survey use</p> <p>Continued funding for Benefits Consultant</p>	<p>Completion of annual survey of new hires:</p> <p>Teachers</p> <p>All other staff</p> <p>Annual review and analysis of Employee Exit Survey</p>	<p>11/1/07 and yearly through 6/15/12</p>	<p>4</p>

Goal III – Workforce Quality

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/Evidence	Start and End Date	Supported Indicators
<p>Assess all current employee recognition programs and implement comprehensive strategy and resources for formal and informal recognition programs and opportunities</p> <p>Explore and develop partnerships with foundations and civic organizations to provide a range of recognition programs and opportunities for all employee job groups</p> <p>Submit proposal for employer supported supplemental retirement program for employees to reward longevity and increase retention</p>	HR Operations	HR Staff Public Information Office Chief Development Office	<p>Continued funding of employee recognition for service and retirement</p> <p>Funding for employer supported supplemental retirement program</p>	Continued recognition of employee service	2/1/07 and yearly through 6/15/12	1,4
<p>Employee Recognition</p> <p>Assess all current employee recognition programs and implement comprehensive strategy and resources for formal and informal recognition programs and opportunities</p> <p>Explore and develop partnerships with foundations and civic organizations to provide a range of recognition programs and opportunities for all employee job groups</p>	HR Operations	HR Staff Public Information Office Development Office	Continued funding of employee recognition for service and retirement as well as fees for participation in benchmarking survey			1,4

Goal III – Workforce Quality

Strategy 5: Provide support to schools and District Office staff in the collection, reporting and analysis of accurate teacher instructional data for the reporting of Highly Qualified Teachers.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Develop processes and provide training for school and district office administrative staff in the use of student information software (SASI) and appropriate processes in order to collect accurate teacher and course data.	Student Data	Office of Student Data Professional Staff	Additional staff member to support the collection and correction of data to ensure data accuracy for AYP data.	Quarterly error reports to schools. Quarterly data supplied to the Educational Data Warehouse Continuing maintenance of the course file.	8/30/07 – 6/15/12	2

Goal III – Workforce Quality

Strategy 6: Support the objective for a quality workforce through our management responsibilities.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Provide technology-related, instructionally-based, on-going professional development for teachers, central office instructional staff, and administrators.	Technology	Instructional Technology Manager Instructional Technology Resource Specialists	Maryland Teacher Technology Standards, Maryland Technology Standards for Administrators, Maryland Technology Literacy Standards for Students MSDE Admin Toolbox, AACPS Admin Technology Program BlackBoard	Session or course evaluations ERO data BlackBoard reports	07/01/07 – 06/30/12	2,3,4

Goal III – Workforce Quality

Strategy 7: Provide program managers and financial secretaries with training support to effectively perform their jobs.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Provide training opportunities in budget software (BRASS) for support staff so that they can better understand the budget request process and be able to identify future funding needs.	Budget	Budget Analyst/Technician	No additional resources needed	BRASS: Training materials distributed, Technology training room reserved, and multiple training dates made available to staff.	9/27/06 – 10/9/06 and yearly through 6/15/12	3,4
Provide training opportunities in financial software (Advantage) for support staff so that they can manage their funds more effectively.	Budget	Budget Analyst/Technician	No additional resources needed	Advantage: training session included as part of Procurement Representative In-Service.	3/30/07 and yearly through 6/15/12	3,4

Strategy8: Support a quality workforce through training and assistance in financial activities.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Continue to provide training and assistance in the use of School Activity Funds accounting system (SchoolBooks) for school financial secretaries.	Accounting	School Activity Fund Accountant, School Activity Fund Technician, and School Activity Fund Advisory Team	No additional resources needed	Training Schedule and Activity Fund Advisory Team meetings.	7/1/07 and yearly through 6/30/12	3,4

Goal III – Workforce Quality

Strategy 9: Provide training to new school-based service providers and establish monthly customer service contacts with schools

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Make minimum of one customer service contact per month	Third Party Billing	Medicaid Technician	No additional resources needed	Review Technician contact review sheet Review monthly report of % of case management billed by school for evidence that schools are moving into higher quartile for billing	07/01/07 – 06/30/12	3,4
Develop a calendar of training opportunities for school-based service providers	Third Party Billing	Program Manager	No additional resources needed	Training calendar	07/01/07 – 06/30/12	3,4

Goal III – Workforce Quality

Strategy 10: Support workforce quality through our management responsibilities.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Review employee’s training logs to ensure that skills are up to date and that work requirements have been met.	Purchasing	Supervisor of Purchasing and Unit Supervisors	No additional resources needed.	Written recommendations for training needed for each employee.	11/1/07 and yearly through 1/1/12	3,4
Ensure good communication of Purchasing activities and user responsibilities.	Purchasing	Staff	No additional resources needed.	Bi-annual newsletters for Procurement Card Program Bi-annual newsletter for Purchasing News Annual training schedule Internet and Intranet site for purchasing news and services Survey procurement representatives periodically to ensure quality services are being delivered Annual school visits with business secretaries to answer questions and bring back concerns Annual In-Service for business managers and business secretaries	7/1/07 and yearly through 6/30/12	3,4

Goal III – Workforce Quality

Strategy 11: Support workforce quality by providing internal customers service and support.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Respond to requests and inquiries to this department courteously and expeditiously	Instructional Materials and Textbooks	Department of Instructional Materials and Textbooks	No additional resources needed	Feedback is often received via emails	8/15/07 – 8/15/12	3,4
Provide annual training of Textbook Managers	Instructional Materials and Textbooks	Department of Instructional Materials and Textbooks	ERO Meeting Dates	Agenda for training	5/1/07 yearly through 5/15/07	3,4

Strategy 12: Support positive working environments of respect and mutual collaboration.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Recruit food service employees.	Food & Nutrition Services	Food & Nutrition Services Central Office Staff Food Service Managers Food Service Workers	No additional resources needed	Recruitment Ads from Publications and Menus, New Sub Orientation Attendance Sheets	7/1/07 - 6/15/12	1
Expand the comprehensive food service training program to improve performance and productivity and enhance services.	Food & Nutrition Services	Specialist in the Office of Professional Growth and Development Area Specialists Food Service Managers	No additional resources needed	Annual Progress Reports	11/1/07 - 6/15/12	1,4

Goal III – Workforce Quality

Strategy 13: Provide quality management and programs to support workforce quality

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Provide periodic in-service training and staff development opportunity for bus operators and aides in an effort to enhance retention rates for bus operators in service for AACPS	Transportation	Supervisor of Transportation Administrative Specialist Transportation Specialist Training Center Manager Transportation Technician	No additional resources needed	Attendance documentation maintained in local manager file and on database to certify compliance and qualification data	08/01/07 07/31/12	4
Perform review of managers' training profile – provide recommendations in writing to managers regarding suggested and required training for desired position skill set	Transportation	Supervisor of Transportation, Administrative Specialist, Transportation Specialists	No additional resources needed	Written recommendations regarding training requirements for each professional staff employee performing services requiring management responsibility	11/01/07 07/31/12	4
Perform job observations for minimally half of driver and aide personnel during the 2007/2008 school year to provide feedback and support to Transportation personnel	Transportation	Supervisor of Transportation, Transportation Specialists, Operations Technicians, Transportation Technician	No additional resources needed	Written job observations submitted for entry into local managers' file, database update to ensure compliance and completeness of all drivers and aides	09/01/07 07/31/12	4

Goal III – Workforce Quality

Strategy 14: Support workforce quality through four essential functions: Document and Publication Design, Photography and Display Services, In-House Printing and Copying, and Video Broadcasting.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Provide support to recruiting efforts by producing and providing free standing displays, presentations, give-aways, media advertisements, cable TV broadcasts.	Design and Print Services	Design Service Print Services TV Broadcast Services Photo/Display Services		Deliverable – free standing displays, presentations, give-aways, media advertisements, cable TV broadcasts	8/30/07 – 6/15/12	1,4
Provide support for professional development by producing and providing handouts, powerpoint presentations, posters, displays, video photography. (Professional development includes, but is not limited to New Teacher Orientation, Leadership Conference/Symposia, Teacher of the Year.)	Design and Print Services	Design Services Print Services TV Broadcast Services Photo/Display Services		Deliverables – handouts, powerpoint presentations, posters, displays, video photography	8/30/07 – 6/15/12	1,4
Provide support for workforce by producing and providing Benefits/Compensation Booklet, multiple forms (e.g., college reimbursement), Evaluation formats, etc.	Design and Print Services	Design Services Print Services		Deliverables – booklets and forms	8/30/07 – 6/15/12	1,4

Goal III – Workforce Quality

Strategy 15: Provide efficient and effective legal support to promote and maintain a quality workforce.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Provide training to ensure adherence to policies and procedures to promote equity and fairness among employees.	Legal Services	Director of Legal Services and Staff Counsel	Printing	Tracking attendance with sign-in sheets and distribution of handouts as reference materials for staff.	8/30/07 – 6/15/12	1,2,3,4
Analyze the effect of new legislation, laws and regulations on AACPS.	Legal Services	Director of Legal Services and Staff Counsel	Funding to attend conferences/subscriptions to publications/and research tools.	Keep abreast of changes in laws through research, periodicals, training and conferences.	8/30/07 – 6/15/12	1,2,3,4
Represent AACPS in judicial and administrative proceedings.	Legal Services	Director of Legal Services and Staff Counsel	No additional resources needed	Evaluate quality of casework regularly to provide best possible service to AACPS. Effective communication with Board, Superintendent, staff, and AACPS community.	8/30/07 – 6/15/12	1,2,3,4
Provide advice to ensure appropriate personnel actions in compliance with union contracts, policies, and laws.	Legal Services	Director of Legal Services and Staff Counsel	No additional resources needed	Participation in meetings to discuss status and recommended outcomes in employee related issues (case management and disability/leave management).	8/30/07 – 6/15/12	1,2,3,4

GOAL IV

Community Engagement

All Anne Arundel County Public School students will be educated in schools that are family-friendly, welcoming environments.

Anne Arundel County Public Schools will eliminate disparities in parent and community representation and participation in traditional and non-traditional school-community activities.

Goal IV – Community Engagement

Strategy 1: Ensure that schools communicate effectively and are welcoming environments.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Develop a baseline, criteria and expectations that determine a welcoming school environment utilizing interviews, surveys, focus groups, etc.	School & Family Partnerships	Office of Equity Assurance and Human Relations Office of School & Family Partnerships Superintendent’s Parent Involvement Advisory Council	Results from previously conducted surveys (“Bullying,” “Climate,” “Apple”)	Baseline data, criteria and expectations will be developed. 75% of parents and select community members will indicate that schools communicate effectively and are welcoming 90% of parents and select community members will indicate that schools communicate effectively and are welcoming	11/30/07-06/15/08 01/30/09-6/15/09 01/30/12-06/15/12	1
Develop a Welcoming Climate Survey for all schools.	School & Family Partnerships	Office of School & Family Partnerships Office of Equity Assurance and Human Relations Office of Continuous School and Improvement School Community Outreach Specialist	Sample climate surveys and other similar models.	Completed survey	11/30/07-01/30/08	1

Goal IV – Community Engagement

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Develop and utilize a checklist of expectations and criteria to assess the satisfaction of parents and select community groups that indicate their satisfaction with the school environment, and use the data to determine appropriate professional development, strategies and interventions.	School & Family Partnerships	Office of School & Family Partnerships Office of Equity Assurance and Human Relations Office of Continuous School and Improvement School/Community		Checklist Results of Survey	8/30/07 – 6/15/12	1
Utilize data from the 2005 “Bullying,” “Climate,” and “Apple” surveys to develop baseline information to create tools for parents and select community members to indicate their satisfaction that schools communicate effectively and are welcoming.	Equity Assurance and Human Relations Continuous School Improvement	Office of School & Family Partnerships Office of Equity Assurance and Human Relations Office of Continuous School Improvement School/Community Directors of School Performance	“Bullying,” “Climate,” and “Apple” surveys	Deliverable – Tools for parents and select community members Results from Surveys	8/30/07 – 6/15/12	1
Share the expectations and criteria with Directors, Principals and other schools staff that indicate whether the school communicate effectively and are welcoming.	Continuous School Improvement	Directors of School Performance School/Community	Meetings, memos, other correspondence	All Principals will know the expectations and criteria that will be used to indicate whether the school communicate effectively and are welcoming.	8/30/07 – 6/15/12	1

Goal IV – Community Engagement

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Conduct “Welcoming Survey” at all schools, collect, analyze and publicize the findings.	School & Family Partnerships			Results from Surveys Press Releases	8/30/07 – 6/15/12	1

Goal IV – Community Engagement

Strategy 2: Increase the number of parents, surrogates, families of African American, Hispanic, FARMS, special education (NCLB student groups, reflective of school student demographics) participation in CAC/PTA/PTSO (traditional) meetings/activities.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Develop baseline data to determine how to count/calculate parent participation in traditional parent involvement activities disaggregated by NCLB student groups.	Equity Assurance and Human Relations	Office of Equity Assurance and Human Relations Office of School & Family and Partnerships, Office of Continuous School Improvement – School/Community Outreach Specialist	No additional resources needed	Deliverable – Baseline Data	8/30/07 – 6/15/08	2
Provide schools with strategies for increasing parent, surrogate and family participation of NCLB student groups.	Continuous School Improvement School/Community Outreach	Office of Continuous School Improvement – School/Community Outreach Specialist Office of School & Family Partnerships	No additional resources needed	Deliverable – Compendium of Strategies	8/30/07 – 6/15/08	2,3
Host at least one non-traditional parental involvement activity in each feeder system involving elementary, middle and high schools each year.	Principals	Office of School & Family Partnerships Office of Continuous School Improvement School/Community Outreach Specialist	No additional resources needed	Agendas, minutes, sign-in sheets	8/30/07 – 6/15/08	6

Goal IV – Community Engagement

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Develop a website, newsletter, and “Connect Ed” messages to encourage parent and community involvement in school and school-community activities, and to communicate more effectively with parents the progress, initiatives and activities for traditionally under-served student populations.	Equity Assurance and Human Relations	Public Information Office Office of Equity Assurance and Human Relations	No additional resources needed	Deliverable – Communication Plan	8/30/07 – 6/15/08	2,3,4,5,6

Goal IV – Community Engagement

Strategy 3: Ensure each school’s School Improvement Team (SIT) membership is reflective of its school’s student demographics.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Review the School Improvement Team structure and assist them to identify staff, parents, and community representatives to ensure the SIT team membership is reflective of the schools student demographics.	Principals	Directors or School Performance Principals, SIT Teams	No additional resources needed		8/30/07 – 6/15/08	3
Develop a mechanism and structure to ensure each school’s School Improvement Team (SIT) membership is reflective of its school’s student demographics.	Equity Assurance and Human Relations		No additional resources needed	Deliverable – List of SIT members disaggregated by demographics	8/30/07 – 6/15/08	3

Goal IV – Community Engagement

Strategy 4: Increase the number of partnerships with faith-based and/or community organizations in each of the four school clusters (north, west, central and southern county cluster of schools) for community-based and/or community sponsored academic and social support options for African American, Hispanic, FARMS and special education (NCLB student groups)

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Develop baseline of the current number and percentage of partnerships in each of the demographic school clusters.	Equity Assurance and Human Relations	Office of School & Family Partnerships Development Office	No additional resources needed	Deliverable – List of Partnerships	8/30/07 – 6/15/08	4
Foster relationships and partner with community organizations, churches and representatives from other entities to develop and implement community sponsored mentoring, tutoring, conflict resolution, character-building, technology training and other programs and activities outside of school.	Equity Assurance and Human Relations	Office of Equity Assurance and Human Relations Office of School & Family Partnerships Office of Continuous School Improvement School/Community Outreach Specialist	No additional resources needed	Number of partnerships	8/30/07 – 6/15/12	4,5,6
Provide support, contacts, strategies and ideas and assistance to conduct at least two activities, meetings, and/or parent-teacher conferences in their school, feeder and/or cluster community.	School Improvement School/Community Outreach	Office of School & Family Partnerships	No additional resources needed	Log of consultations with schools	8/30/07 – 6/15/12	4,5

Goal IV – Community Engagement

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Host a minimum of two activities, meetings, parent-teacher conferences, etc. in its community.	Principals	Office of School Performance School/Community Outreach Specialist	No additional resources needed	Agendas, minutes, sign-in sheets, programs, etc.	8/30/07 – 6/15/12	5

Goal IV – Community Engagement

Strategy 5: Increase parents, surrogates, families of African American, Hispanic, FARMS, special education (NCLB student groups, reflective of school student demographics) participation in CAC/PTA/PTSO (traditional) meetings/activities.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Conduct parent workshop training for a staff member and parent team from each school. <i>Every Minute Counts: Parent Workshops to Go.</i>	School & Family Partnerships	Office of School & Family Partnerships	Workshop materials	Agendas, minutes, sign-in sheets	8/30/07 and yearly through 6/15/12	1,2,5,6
Conduct Parent Involvement Conferences and forums to educate parents on a variety of relevant topics.	School & Family Partnerships	Office of School & Family Partnerships		Agendas, minutes, sign-in sheets	8/30/07 and yearly through 6/15/12	1,2,3
Interact and partner with business and community organizations on education issues	Development	Associate Development Officers	Funding needed for support of employee recognition programs	Membership in Chambers and participation on Education Committees Participation on committees and collegial support of affinity groups with educational missions. Support to the 21 st Century Education Foundation	11/1/07 – 7/1/12	4

Goal IV – Community Engagement

Strategy 6: Support the monitoring and evaluation of Community Engagement indicators.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Identify OCR Community Engagement Team (CET) and timeline for meeting Strategic Plan initiatives	Equity Assurance and Human Relations	Office of Equity Assurance and Human Relations Administrator: School & Family Division President, Countywide CAC President, Countywide PTA Coordinator of Research Program Evaluator	Contracted web services for survey development & administration relating to community engagement initiatives	Deliverable – Community Engagement Team timeline for meeting Strategic Plan initiatives	11/01/07 – 1/30/08	1,2,3,4,5,6
Develop and implement formative and summative tools for annual evaluation of community engagement indicators	Research	Office of Equity Assurance and Human Relations Coordinator of Research Program Evaluator psychometrician		Deliverable – Quarterly and yearly Status Report on status of Community Engagement initiatives	11/01/07-6/30/12	1,2,3,4,5,6

Goal IV – Community Engagement

Strategy 7: Provide support to schools and parent and community groups to ensure that schools are family-friendly, welcoming environments and to assist them with eliminating disparities in parent and community representation and participation in all school-community activities.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Facilitate Superintendent’s Parent Advisory Involvement Advisory Council	School & Family Partnerships	Administrator, Office of School & Family Partnerships Parent Involvement Specialist	Refreshments	Agenda Sign-in Sheets Minutes	9/30/07-6/15/12	1,2,3,4,5,6
Provide support to AACCPA, Countywide CAC, and PTO to encourage effective parent and community involvement in school and school-community activities	School & Family Partnerships	PTA PTO CAC Office of School & Family Partnerships		Agendas Sign-In sheets Minutes	9/30/07-6/15/12	1,2,3,5,6
Develop & Distribute to principals a Welcoming Checklist, with input from the Superintendent’s Parent Involvement Advisory Council.	School & Family Partnerships	Principals Directors of Continuous School Improvement, Office of School & Family Partnerships	Checklist for school Administrators Signage in buildings	Climate Survey	9/30/07-6/15/12	1

Goal IV – Community Engagement

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Provide parent workshop training	School & Family Partnerships	Parents Staff members from each school Division of Curriculum and Instruction Office of School & Family Partnerships	Training Manuals Workshop supplies Homework Toolkits MegaSkills Books Refreshments Signage	Agendas Evaluations Schedule of Training Delivered at each school	9/30/07-6/15/12	1,2,4
Develop and implement countywide conferences for parents based on needs survey data	School & Family Partnerships	Parent Involvement Specialist Administrator Office of School & Family Partnerships Division of Curriculum and Instruction	Needs Survey, Refreshments, Training Packets	Parent Evaluations Program for the Day Flyers	9/30/07-6/15/12	1,2,4
Develop and produce two cable segments: Parent Connection and The Parent's Corner	School & Family Partnerships	Parent Involvement Specialist Administrator Office of School & Family Parent Guest TV Staff	Script, Bi-weekly Calendar of Events	Cable TV Schedule Taping	9/30/07-6/15/12	1
Develop and produce Parent Wall Calendar to enhance communication between schools and parents/community	School & Family Partnerships	Parent Involvement Specialist Administrator, Office of School & Family	Design and Print Services Funds for Printing	Calendar	9/30/07-6/15/12	1

Goal IV – Community Engagement

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Develop and produce Parent Handbook to inform parents of school system policies and relevant information	School & Family Partnerships	Parent Involvement Specialist, Administrator Office of School & Family All relevant departments	Design and Print Services Funds for Printing	Parent/Student Handbook	9/30/07-6/15/12	1
Develop and produce quarterly electronic Parent Involvement newsletter to provide schools with strategies to enhance their parent involvement and volunteer programs	School & Family Partnerships	Parent Involvement Specialist Administrator Office of School & Family	Template	Copies of Newsletters and evaluations	9/30/07-6/15/12	1
Facilitate effective school level volunteer programs by providing training, ongoing support and an annual recognition Tea.	School & Family Partnerships	Parent Involvement Specialist Administrator Office of School & Family	Breakfast Awards Certificates Recognition gifts	Program, Segment on cable TV	9/30/07-6/15/12	1,2,3,4
Participate in Anne Arundel County RSVP to engage senior volunteers in county schools, Sit on the AACounty Mentoring Roundtable to facilitate mentoring in county schools and sit on board of MCDVS to represent AACPS at the state level for volunteers.	School & Family Partnerships	Parent Involvement Specialist, Administrator Office of School & Family		Agenda Minutes of Meetings Recognitions	9/30/07-6/15/12	1,4

Goal IV – Community Engagement

Strategy 8: Provide support to schools as they increase their connection and engagement with their local communities.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Create and staff a Specialist in School and Community Outreach	School Performance	Outreach specialist		Bi-monthly meetings with outreach specialist	9/15/07 - 6/15/12	4,5,6

Strategy 9: Support Community Engagement by providing support for ConnectED Time-based Notification System, eCoach Program and Internet Safety presentations.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Provide integration and support services for the ConnectED Time-based Notification System	Technology	Senior Manager Applications, Senior Systems Analysts, Programmer Analysts, Help Desk Staff	Funds to support ConnectED	Nightly updates are monitored through operations and e-mails.	07/01/07 – 06/30/12	1,5,6

Goal IV – Community Engagement

Strategy 10: Provide the community with opportunities to learn about and voice opinions on the budget process

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Provide two public hearings on the Superintendent’s recommended operating and capital budget	Budget & Finance	Budget Analysts/Technician	No additional resources needed	Dates published on web site and in local newspaper.	1/9/07 1/11/07 and yearly through 6/15/12	1
Provide public forum to discuss BOE’s requested operating and capital budget.	Budget & Finance	Budget Analysts/Technician	No additional resources needed	Dates published on web site and in local newspaper.	3/01/07 4/30/07 and yearly through 6/15/12	1

Goal IV – Community Engagement

Strategy 11: Increase parent participation in the review and evaluation process; particularly in underserved communities.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Promote parent participation on the Single Textbook Adoption Review and Evaluation Committees	Media Review & Evaluation	Department of Curriculum & Instruction Division of Library & Media Services	Communication channel with parents	Data showing the number of parents serving on the Single Textbook Adoption review and evaluation committees	9/18/07 yearly through 1/30/12	1

Goal IV – Community Engagement

Strategy 12: Participate in traditional and non-traditional school-community activities to promote program services.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Formalize communication procedures and materials to be used by Food & Nutrition Services staff in order to meet the diverse needs of families attending programs such as parent/guardian conferences, school council meetings, open house events, and PTA, PTO, CAC gatherings.	Food & Nutrition Services	Supervisor, Food & Nutrition Services, Area Specialists, Food Service Managers	No additional resources needed	Annual Reports Agenda Calendars	11/1/07 - 6/15/12	1,4,5,6
Increase participation in PTA, PTO, CAC and other school-based opportunities to develop awareness of the school meals program and to support healthy lifestyle choices	Food & Nutrition Services	Supervisor, Food & Nutrition Services, Area Specialists	No additional resources needed	Meeting and workshop agenda Year-end report for Executive Team	11/1/07 - 6/15/12	1,4,5,6

Goal IV – Community Engagement

Strategy 13: Provide support to schools by way of reaching out to community-based groups and organizations to establish partnerships that further the school system’s mission.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Develop a feedback card to be used at a variety of venues to solicit input about the school system and its initiatives from parents and community members.	Public Information	Communications Manager Public Information Office	Printing of cards from Design & Print Services	Deliverable – feedback card	9/30/07 and yearly through 6/15/12	1, 2, 5, 6
Create countywide elementary, middle and high school Student of the Month awards as a way to highlight student achievement; honor students at a night board meeting each month (to avoid missing class time); give attention to stories on Web site and television station, and work with local newspapers to publicize each month	Public Information	Public Information Officer Board of Education	Awards Time on Board of Education meeting agenda Establishment of criteria/judging	Agendas, artifacts	1/30/08 and yearly through 6/15/12	4
Enhance alternate language translations of key news items on both the Web site (beyond the translation links now offered) and AACPS-TV.	Public Information	Public Information Officer	Budget to fund translation service	Artifacts - translations	7/30/08 and yearly through 6/15/12	1, 2, 4, 5, 6
Expand the initial programming of the Connect-Ed automated telephone notification system to include call groups for Board of Education members, media, and other pertinent groups to allow for	Public Information	Public Information Officer Help Desk Technology	Resources from all parts of implementation team Continuance of Connect-ED contract		8/30/07 and yearly through 6/15/12	1, 2, 4, 5, 6

Goal IV – Community Engagement

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
almost instant notification of important news developments and other items.						
Establish an ongoing “Listening Tour” conducted by the Superintendent designed to solicit input from key groups (teachers, administrators, employees, parents, students) on specific issues. Group meetings would range from the informal (coffee with teachers before school), to the formal (public forums on key issues). Broadcast such events on AACPS-TV and post on Web site.	Public Information	Communications Manager Public Information Officer	Space accommodations Audiovisual and sound equipment from Design & Print Services	Agendas, minutes, sign ins	1/30/08 and yearly through 6/15/12	1, 2, 4, 5, 6
Initiate Web chats with key school system personnel, including the Superintendent and members of the Board of Education. Utilize as a proactive tool to convey ideas and information as well as solicit input.	Public Information	Manager, Web Services Communications Manager Public Information Officer	Necessary bandwidth on Web		1/30/08 and yearly through 6/15/12	1, 2, 4, 5, 6
Conduct several Board meetings each year outside the Carol Sheffey Parham Building, allowing residents in other parts of the county to better connect with the Board and be more involved in the process.	Public Information Board of Education	Communications Manager Public Information Officer	Board approval Space accommodations Audiovisual and sound equipment from Design & Print Services	Agendas, minutes, sign ins	1/30/08 and yearly through 6/15/12	1, 2, 4, 5, 6
Upgrade the school system Web	Public	Manager, Web Services	Support from Technology	Deliverable – redesign of	8/30/07	1, 2, 4, 5,

Goal IV – Community Engagement

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
site, www.aacps.org, creating a more welcoming environment that is easier to navigate yet maintains the plethora of information now available; create school pages that have consistent and pertinent data points so those looking for comparative data can find it easily.	Information	Public Information Officer	Division	website	and yearly through 6/15/12	6
Create at least three more regular, recurring, 20- to 30-minute programs – one hosted by the Board of Education president, one hosted by the Superintendent, and one hosted by students – for AACPS-TV. Programs could, for instance, contain Board meeting review and highlight Educator, Employee, and Volunteer of the Month. They also can highlight student achievement and focus on student issues.	Public Information	Communications manager Public Information Officer Design & Print Services	Time allocation on television station; Space on production schedule	Deliverable – additional recurring programs	12/30/07 and yearly through 6/15/12	1, 2, 4, 5, 6
Televise Board of Education meetings and hearings to enhance ability of parents, students, employees and community groups to stay abreast of developments in school system.	Public Information Board of Education	Public Information Officer Board of Education Design & Print Services	Upgrade of Board Room facilities to accommodate production		9/30/08 and yearly through 6/15/12	1, 2, 4, 5, 6

Goal IV – Community Engagement

Strategy 14: Provide support for special programs.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Provide ongoing support and services to the existing Middle Years Program, and its potential expansion, to implement and communicate effectively to parents, schools and affected stakeholders, transportation schedules, arrangements and associated publications, utilizing cost-effective solutions.	Transportation	Supervisor of Transportation, All Specialists IB Coordinator Affected Principals Affected Parents	Existing program requires no additional resources. Expanded program may require new bus equipment and drivers.	Periodic meetings with documentation of issues, attendance and outcomes.	11/01/07 07/31/12	1,5
Provide community awareness of student safety through the Stop For The Children program. Through the involvement of the County police, stings are developed to further educate and enforce the criticality of stopping for a school bus that has its lights on and flashing, and its signal arm out, loading or discharging students.	Transportation	Supervisor of Transportation Administrative Specialist Affected Transportation Specialists Training Center Manager Anne Arundel County Police	No additional resources needed	Grant documentation requirements for anticipated activities. Periodic file documentation updates on progress.	11/01/07 07/31/12	1,5,6

Goal IV – Community Engagement

Strategy 15: Support community engagement by maintaining and enhancing the image and reputation of Anne Arundel County Public Schools by communicating consistent, integrated messages across all media platforms.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Produce and provide materials that communicate Anne Arundel County Public Schools goals, programs, and commitments (e.g., posters, displays, brochures, Parent/Community Calendar)	Design and Print Services	Design Services, Print Services, Photo/Display Services	No additional resources needed	Deliverable – posters, displays, brochures, Parent/Community Calendar	8/30/07 – 6/15/12	1,2,4
Produce and broadcast Cable TV Programming (e.g., Parent’s Corner, Community Conversations, AVID Achievers, Weekly Digest, Health Matters)	Design and Print Services	TV Broadcast Services,	No additional resources needed	Viewing Schedules	8/30/07 – 6/15/12	1,2,4
Produce and provide publications (e.g., Parent/Student Handbook, IEP forms, Booklet series)	Design and Print Services	Design Services, Print Services	No additional resources needed	Deliverables – publications	8/30/07 – 6/15/12	1,2,4

Goal IV – Community Engagement

Strategy 16: Respond to inquiries or concerns from parents and community members regarding legal issues arising out of AACPS programs and activities.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Provide assistance to community members who contact the Legal Office concerning questions/concerns arising out of AACPS programs and activities	Legal Services	Director of Legal Services and Staff Counsel	No additional resources needed	Accessibility to parents, community organizations to provide assistance to resolve concerns or issues.	8/30/07 – 6/15/12	1,2,3,4,5,6
Increase opportunities for outreach and collaboration.	Legal Services	Director of Legal Services and Staff Counsel	No additional resources needed	Develop and maintain relationships with local organizations including the Anne Arundel County State’s Attorneys Office and the Anne Arundel County Office of Law.	8/30/07 – 6/15/12	1,2,3,4,5,6

GOAL V

Equity

Anne Arundel County Public Schools will address the diversity that students and staff bring to the learning environment and organize schools and classrooms to support the academic achievement and success of all students.

Goal V – Equity

Strategy 1: Monitor the equity/parity key indicators in each AACPS.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Develop a definition and indicators and criteria to assess that we have achieved equity for all student groups in the system.	Equity Assurance and Human Relations	Office of Equity Assurance and Human Relations, Office of School & Family Partnerships Office of School Improvement – School/Community Outreach Specialist	No additional resources needed	Deliverable – definition and indicators	8/30/07 – 6/30/08	1,2
Monitor the indicators in the areas of academic achievement, special education identification and placement, referrals, suspensions, expulsions and intervention for parity for all NCLB student groups.	Equity Assurance and Human Relations	Office of Equity Assurance, Office of School & Family Partnerships and Office of School Improvement – School/Community Outreach Specialist Human Relations	No additional resources needed	Data reports; Press Releases	8/30/07 – 6/15/12	1,2
Monitor the indicators related to diversity in the workforce quality goal.	Equity Assurance and Human Relations	Office of Equity Assurance and Human Relations	No additional resources needed	Data reports; Press Releases	8/30/07 – 6/15/12	1,2

Goal V – Equity

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Conduct community forums to update the public on the progress and challenges in meeting the goals and terms of the Office of Civil Rights Memorandum of Agreement and provide information to parents on how to help their children succeed in school.	Equity Assurance and Human Relations	Office of Equity Assurance and Human Relations OCR Steering and Advisory Committees	No additional resources needed	Agendas; Press Releases	8/30/07 – 6/15/12	1,2
Develop a website, newsletter, television programming and periodic updates to inform and solicit and encourage increased involvement from parents and community members to support students from all NCLB student groups.	Equity Assurance and Human Relations	Public Information Office Office of Equity Assurance and Human Relations	No additional resources needed	Deliverable – Updates	8/30/07 – 6/15/12	1,2
Continue to monitor bias motivated activity and incidents, report this data to the Superintendent and Board of Education and use the data to develop strategies, initiatives and interventions to improve the overall racial climate in the school system and promote bias free learning through innovative programs and initiatives.	Equity Assurance and Human Relations	Office of Equity Assurance and Human Relations	No additional resources needed	Data Reports	8/30/07 – 6/15/12	1,2

Goal V – Equity

Strategy 2: Build capacity of the school system to increase external resources.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Ensure equity of external resource distribution	Development	Associate Development Officers	Long-term: resources needed for sophisticated data management tool for fundraising, partnerships and grants.	Tracking and analysis of distribution by school, feeder system, and curricular areas.	11/1/09 – 7/1/12	1,2

Strategy 3: Ensure the resources are equitably distributed to all schools

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Provide distribution of funds to schools based on enrollment and staffing to maintain equity between all schools and programs.	Budget	Budget Analyst Technician	No Additional resources needed	Basis for allocations is published in the annual Budget Book.	7/1/08 and yearly through 6/15/12	1,2

Goal V – Equity

Strategy 4: Provide equity in contracting activities.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Actively participate in the objective to contract with a diverse contractor community through the support of outreach efforts coordinated by the Purchasing Office, and the Minority and Small Business (MSBE) Office.	Purchasing	Assist. Superintendent for Business and Management Services Supervisor of Purchasing Buyers MSBE Coordinator	No additional resources needed	Population of bidders lists with certified minority business of record. Participation in outreach efforts organized by the Purchasing Office and Minority and Small Business Office. Results are accumulated in the annual MSBE Office Report.	7/1/07 and yearly through 6/30/12	1,2

Strategy 5: Support equity by maintaining and enhancing the image and reputation of Anne Arundel County Public Schools by communicating consistent, integrated messages across all media platforms.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Ensure that all materials produced are reflective of the diversity of race, gender, age, etc. of the Anne Arundel County Public Schools community.	Design and Print Services	Design Services Print Services Photo/Display Services		Deliverable – materials	8/30/07 – 6/15/12	1,2

Goal V – Equity

Strategy 6: Provide efficient and effective legal support to ensure fairness and equity among students and promote goals established by the Board and Superintendent.

Action Steps	Responsible Office	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	Start and End Date	Supported Indicators
Assist staff in ensuring that policies and regulations are applied to students and staff in a fair and equitable manner.	Legal Services	Director of Legal Services and Staff Counsel	Printing	Comprehensive training for AACPS staff to ensure adherence to policies, regulations and protocols; accessibility to school and AACPS administration.	8/30/07 – 6/15/12	1,2
Analyze the effect of new legislation, laws and regulations on AACPS.	Legal Services	Director of Legal Services and Staff Counsel	Funding to attend conferences/subscriptions to publications/and research tools.	Keep abreast and advise of changes in laws through research, periodicals, training and conferences.	8/30/07 – 6/15/12	1,2
Conduct a legal sufficiency review of documents to ensure equity is addressed in accordance with federal and state law.	Legal Services	Director of Legal Services and Staff Counsel	No additional resources needed	Advise AACPS staff of results of review and legal implications.	8/30/07 – 6/15/12	1,2

Glossary

AACPS SIP	Anne Arundel County Public Schools School Improvement Plan
Accuplacer	a community college placement adaptive test; provides useful information about academic skills in math English and reading; results used by academic advisors and counselors to determine course selection; used by Anne Arundel Community College
ACT	an assessment frequently used by college admissions offices to indicate a student’s readiness for college work
Advantage Financial	web-based financial software system used by AACPS to manage accounting, budgeting, fixed asset and purchasing activity transactions; all financial statement and budget book information for published reports are generated from this system
Af Am	African American
Alternative One	teacher position to support the transition of students returning from Alternative Education environments and prevent the need for students to require an alternative education environment
Alternative certification programs	MSDE approved programs, such as Anne Arundel Community College and AACPS’ Resident Teacher Certification Program, which seek to address staffing needs in the county’s secondary schools by offering an alternative teacher preparation program for career changers; eligible candidates who have a Bachelor’s degree, the requisite grade point average in the appropriate contend courses and who have passed the required tests, receive coursework and training before and during an internship and residency experience
Benchmark	quarterly assessments that measure student progress and serve as a school district reference point for curriculum implementation

Blackboard	an application designed for teaching, learning and professional development; promotes collaboration and communication as well as serves as a repository for shared documents, electronic resources and links to appropriate web resources
BRASS	the name of the budget preparation software system used by AACPS to manage and track the various steps of the budget process
Bullying survey	survey to determine the extent and nature of bullying in the schools, so that schools can plan targeted interventions to address challenges in this area; administered to grade 4 – 10 students, parents and staff
CAS	Core Academic Subjects (defined by <i>No Child Left Behind</i>)
Certificate of Completion	may be awarded from the State of Maryland to students with disabilities who do not meet the requirements for a diploma
Climate survey	a survey given to parents, students and staff in an effort to gauge perceptions of a school or district's strengths and needs
Clusters (north, west, central and southern)	geographic regions of schools
Common Course Syllabi	Document for teachers, students and parents that communicates high academic expectations through clear alignment of course standards, assignments and assessments, quality of expected student work, grading practices and communication of progress and opportunities for extra help
Community Resource Initiative	interagency committee designed to create a System of Care for students requiring Wrap Around Service delivery due to their extensive need for home and community based interventions

ConnectED	a communications tool that enables school administrators to record, schedule, send and track personalized voice messages to thousands of students, parents or staff in minutes
Consortia	a group of magnet programs serving schools within a contiguous geographic area that provides students an opportunity to attend a magnet program in the designated school consortium
Crime Prevention Through Environmental Design	a set of standards to ensure that buildings are designed to be “crime-resistant”
Dashboard	an electronically accessible system that contains demographic information, standardized test data, diagnostic test data, college prep test data and advanced placement test data for a student’s entire school career
Decision Making Room	an alternative to suspension intervention at all secondary schools designed to address the behavioral and academic needs of students receiving discipline referrals; a PBIS targeted intervention
Deliverable	a product; used here as constituting evidence of implementation
Disaggregated	data separated specifically for each student group, race/ethnicity and special services, such as special education
Dual Credit/Dual Enrollment	a partnership with Anne Arundel Community College designed for students to attend and receive both high school and college credits for approved courses
eCoach	a K-8 school-based teacher who is provided professional development from Central Office staff so that he/she can assist with instructionally based technology support for his/her colleagues, conduct community outreach activities, and serve as a liaison to the Office of Instructional Technology
EDW	Educational Data Warehouse

ELL	English language learner
ERO	Electronic Registrar Online – an integrated Web and phone application that AACPS uses to communicate and track professional development offerings
FARMS	Free and Reduced Meals Service
Feedback loop	a process for returning information to stakeholders
Hazard Analysis of Critical Control Points	a proactive, comprehensive, science-based food safety system that allows operators to continuously monitor their establishments and reduce the risk of food borne illness
Hisp	Hispanic
HQT	Highly Qualified Teachers
HRIS Project Management	Human Resources Information System
H.S.A.	High School Assessments
Interagency Targeted Interventions	a multi-system collaborative effort with Anne Arundel County child-serving agencies which are comprehensive, community-based, child-centered and family-focused
Kudor Interest Inventory	a tool used with secondary students to help them identify potential careers
Legal sufficiency review	a determination that certain contemplated actions or draft documents are consistent with the law
Look-Fors	a checklist used as part of an observation that guides the observer in looking for effective student demonstrations of content knowledge

Magnet	a program with specialized curriculum or one with emphasis on instruction that is different from that generally offered in other schools throughout a designated geographic area, drawing students in accordance with established criteria and admission process that may, or may not, comprise a school's entire curriculum offering
M-Class/DIBELS/RtI	handheld-to-web version of DIBELS (The Dynamic Indicators of Basic Early Literacy Skills), an assessment based on 15 years of scientific research and cited for its excellent compatibility with Reading First; the M-Class platform provides web-based reporting, analysis, data management and instructional planning tools for a complete assessment solution; the M-Class/DIBELS solution also provides unique tools that help teachers identify specific recurring behaviors that need instructional attention
Middle Years Programme	a three-year program designed for students in grades 6 – 8, which offers a teaching methodology that connects school subjects to the world outside school and challenges students to consider their role in global and local communities
MSA	Maryland State Assessments
MSDE	Maryland State Department of Education
Na am	Native American
National Incident Command Management System	a management system designed to enable effective and efficient management of crises at schools by integrating a combination of facilities, equipment, standards and an incident management organization
NCLB student group	student groups defined by the <i>No Child Left Behind Act</i> , including race/ethnicity and special services, such as special education, English language learners and Free and Reduced Meal Services
OCR Community Engagement Team	a subcommittee of the Office of Civil Rights Steering committee, which focuses on working with the community

OEAHR	Office of Equity Assurance and Human Relations
OOH School Placements	Out of Home School Placements – a school placement whereby the student attends a school other than his/her neighborhood school due to identified behavioral and academic barriers to learning
OSEP/Westat Disproportionality Task Force	a task force convened in 2003/04 to discuss methods for calculating disproportionality (in this case, the percent of African American students identified for special education not proportionate to the percent of African American students enrolled in schools); MSDE uses OSEP/Westat formula in its disproportionality calculations; this weighted ratio has been incorporated into the strategic plan to ensure full compliance with this indicator
OSI	Office of School Improvement
OSP	Office of School Performance
Pacing Guides	instructional guide that provides detailed and specific information to teachers implementing the curriculum and the approved single basic text, developed for each course or subject/grade
ParaPro testing	measures the skills and knowledge in reading, writing and of prospective and practicing paraprofessionals; designed to satisfy the requirements of the <i>No Child Left Behind Act</i>
PBIS	Positive Behavioral Interventions and Supports – a compilation of effective practices, interventions and systems-change strategies designed to achieve important social and learning outcomes while preventing problem behavior with all students

Persistently Dangerous Schools	schools in which, each year, for a period of three consecutive school years, the total number of student suspensions for more than 10 days or expulsions equals two and one-half percent or more of the total number of students enrolled in the school, for one of the following offenses: arson or fire, drugs, explosives, firearms, other guns, other weapons, physical attack on a student, physical attack on a school system employee or other adult, an sexual assault [Code of Maryland Regulations (COMAR) 13A.08.02.18B (4)]
PRAXIS	tests and other services that states use as a part of their teaching licensing certification process; Praxis I tests measure basic academic skills, such as basic knowledge in reading, writing and mathematics; Praxis II tests measure general and subject specific knowledge and teaching skills; Praxis III tests assess classroom performance
PSAT/NMSQT	Preliminary Scholastic Achievement Test – National Merit Scholar Qualifying Test
RFI	Request for Information
SASI	AACPS’ student data system
SAT	an assessment frequently used by college admissions offices to indicate a student’s readiness for college work
Scantron benchmarking system	electronic system used with benchmark assessments, which allows teachers to access real-time information regarding students’ strengths and needs
Sharp Street alternative to suspension program	a community-based initiative designed to support the academic and behavioral needs of students serving the terms of a school suspension
Short cycle assessments	mini assessments that are designed to provide instant feedback about student progress for teachers to make adjustments to classroom instruction

Signature	a program theme specific to a school; signature programs are available only to students enrolled at that school, which may or may not comprise a school's entire curriculum offering; if the signature program is not school-wide, acceptance into the program may be by established criteria and admission process
Single Textbook Adoption	a program which reviews textbooks and selects (on a cyclical schedule) a single text for each course taught in Anne Arundel County Public Schools; ensures equity in resources to all students and schools and consistency in training of staff
Six Step Model of School Improvement	a document which describes each of the steps used in the process of school improvement
Sped	Special Education
Stanford	Stanford has been considered the standard of excellence in achievement testing for over 80 years. Will find out what students know and are able to do. Provides the valid and reliable tool needed for objective measurement of achievement. Administrators will obtain reliable data to evaluate progress toward meeting the challenges set forth by the <i>No Child Left Behind Act</i> and national and state standards and high expectations. Teachers will identify and help children who are at risk of being left behind. Parents will understand what their children know and can do and how they can help.
Stanine	student test scores which range from 1 to 9 and represent the different levels of student achievement on standardized tests – stanines from 1 to 3 represent below average performance, from 4 to 6 represent average performance and 7 to 9 represent above average performance
Stop for the Children Program	a joint effort between the Pupil Transportation Division and the local Police Agencies to identify motorists who are running the red flashing warning lights of a school bus when students are loading or unloading; school bus drivers report violators to the transportation department, which contacts the appropriate police agency, which, in turn, follow up on the individual reported; transportation also identifies hot spot areas where police target for observation

Student Artifacts	selections of student work used to document progress and may be used in a portfolio
Summative Data	test data that represents how much students have learned after having been taught a specific set of related skills or content knowledge
TAs	Teacher Assistants
T3 program	Anne Arundel Community College’s Total Teacher Training (T3), which develops and offers courses to meet specific instructional and technological professional development needs of AACPS employees in all job categories; a joint venture of the college the school system begun in 1998 as a training mode that melded two county institutions utilizing the strengths and infrastructure of one to advance the professional development goals of the other
Thinking Maps	research-based visual teaching tools that promote continuous cognitive development, across all content areas, in grades pre-kindergarten through post graduate studies
Twilight Schools	a series of classes held after school in high schools; an opportunity for students to make up credits they have missed
Villa Maria Social Worker in the Schools model	a partnership with Villa Maria Health System to provide social workers in the school at no cost to the school system or family, which includes linkages to critical mental health supports for students and families as appropriate