

School Report 2009 – 2010



Baltimore School

**P.O. Box 300
Ferryland, Newfoundland
A0A 2H0**

**Phone: (709) 432-2090
Fax: (709) 432-2262
Website: <http://www.k12.nf.ca/baltimore>**

Our Vision

The vision of Baltimore School is to empower all students through the acquisition of knowledge.

Our Mission Statement

The mission of Baltimore School is to develop and foster a positive, creative and challenging learning environment; where all students have the opportunity to develop their potential as thinking, caring, confident, life-long learners. We dedicate ourselves to doing this by promoting academic excellence, respectful behavior and creating the best possible student-centered classroom learning that will collaboratively use students, teachers, parents, and community members to achieve these goals.

Our Belief Statements

At Baltimore School we believe that:

- ✱ teaching/learning is a life-long process for all stakeholders (students, teachers, and parents) whereby all teaching/learning is student-focused, considering the individual needs and learning styles of each student.
- ✱ a safe and caring environment must be evident in all classes and throughout the school; all stakeholders must contribute to school spirit and community pride.
- ✱ establishing open communication and positive relationships foster an environment conducive to learning and for promoting respect.
- ✱ teachers are knowledgeable in the courses they teach and will work with colleagues and improve professionally in order to adapt to changing needs and demands in the classroom.
- ✱ student achievement and learning are enhanced when students are prepared for school, are motivated and are taught using a variety of strategies.
- ✱ all stakeholders make use of available resources to offer a strong academic program enhanced with extra-curricular and co-curricular activities.

Table of Contents

Message from the Director of Education	1
Message from Principal	2
Message from School Council	3
Overview of School	4
Our School Community	4
Key Highlights/Special Projects	5
Partnerships	5
3 Year School Development Plan	6
Summary Report on the School's Most Current Data	11
School Development Plan for Current School Year	16
Appendix A – Summary of School Fundraising	20

Message from the Director of Education

Since Eastern School District's inception in September, 2004 many changes have occurred. Our efforts have now moved beyond structural reform and reorganization to developing our schools as caring, professional and purposeful places of learning and excellence. The School District has engaged in a process designed to accomplish this. Our strategic plan identifies the mission of our District to enhance achievement and success for all students within a healthy, active, safe, caring and socially just learning environment.

On behalf of Eastern School District, I acknowledge the many efforts of our teachers, administrators, support staff, parents and community representatives, particularly through School Councils. I encourage you to review this document and to converse with your school representatives. It is in this conversation that the school's goals and expectations come to life, in an atmosphere of support and accountability. When a community is better informed about its school, participation and ownership increases. The value of this report lies not only in what it says, but also in what it does.

I wish to congratulate each school for their commitment to achieving success as evidenced by this Annual School Report. Keep up the good work!

FORD RICE, B.A., B.Ed., M.Ed.
C.E.O./DIRECTOR OF EDUCATION

Message from Principal

The 2009-2010 school year proved to be another successful year at Baltimore School. We had many outstanding events this past year, including very solid results on all our CRT and Public exams. The school spirit and overall feeling within the building was exceptionally positive and we hope to grow upon this in the upcoming year.

In regards to our school growth and development, we have completed the third and final year of our new School Development Plan. The school community has been very supportive of our efforts thus far and there is an understanding that the process is a very important one for our school and that will ultimately affect the performance of children in the classroom.

This past year was our first year of a new 3 year school plan. This plan reflects the input gathered through surveys, focus groups and the entire review of our current procedures. All stakeholders were very willing to provide input in order to aid the continued progress of students academic and social well being. The main focus of the 3 year plan is academic achievement, student engagement and providing a safe and caring environment.

The administration of Baltimore School would like to thank all stakeholders, parents, staff and community members, for their continued support as we continue to provide a safe and caring environment that allows students to learn to the best of their ability in the quest to life-long learning. It is through your interest and never ending generosity that we are able to provide the extra programs that are available to our students. The endless hours of volunteering, and tremendous parental support are allowing us to build on our strengths and plan solutions for our future. Thank you to all who have provided the leadership and guidance that was necessary to make this process both productive and operational, and we look forward to the fruits of our effort.

Sincerely,

Darrell Budgell, Principal

Rosemary Hartery-Brophy, Assistant Principal

Message from School Council

On behalf of the Baltimore School Council, I want to thank the staff, parents and the many volunteers who ensured the past year was a success for our school. Although Baltimore has endured staffing cuts that smaller population schools should not have, I'm confident that all of us can work a little harder to keep up the high standards we are accustomed to. Congratulations to our past year graduates. Thanks to all our volunteers who put endless hours in at the school and to staff who go above and beyond to help our children realize their potential.

Sincerely,

Donny Graham
Chairperson
Baltimore School Council

Overview of School

Our School Community

Baltimore School is located in the historic community of Ferryland on the Southern Shore, the Irish Heart of Newfoundland. It takes its name from the great English explorer, Lord Baltimore who settled Ferryland in 1621.

The school was originally built in 1969, however due to an accidental fire in 1979 the school was totally destroyed and was rebuilt in 1980. Expansions which occurred in 1998 resulted in the schools present appearance. Baltimore School was originally built as a Senior High School, however today it encompasses all grades, Kindergarten to Level III.

Baltimore School is part of the Eastern School District. Our school offers Kindergarten to Level 3 and currently has an enrolment of 288 students. 98% of our student population is bussed from 11 surrounding communities: Brigus South, Cape Broyle, Admiral's Cove, Calvert, Ferryland, Aquafort, Fermeuse, Kingman's Cove, Port Kirwan, Renews and Cappahayden. This year the school had a total of 23.50 teaching units which include administration, one guidance counselor, a physical education teacher, one French teacher, one music teacher, a technology teacher, one challenging needs and 2.75 special needs teachers. Our support staff included two student assistants with a combined total of 7.5 hours per day, a maintenance-custodian, a custodian, two cleaners and a secretary. In addition to school-based staff, we have access to district office staff including a speech language pathologist, educational psychologist, ESL specialist, and program specialists.

The talent, hospitality, and support of the Southern Shore is definitely alive and well at Baltimore School.

Programs Provided

Baltimore School offers the prescribed curriculum as set out by the Department of Education of Newfoundland and Labrador. We strive to make course offerings to students at all academic levels so that they can achieve successes in their individual program. In all core subject areas we have continued to offer a general, academic and advanced stream. We continue to prepare our students for the high standards that will be demanded of them once they leave school and enter an increasingly competitive job market in an information driven economy.

Our school offers the entire provincially prescribed curriculum from Kindergarten to Grade 9. At the High School level, 42 courses are offered including Math 3205, Math 3207, French 2200, French 3200, Physics 3204 and Chemistry 3202 through CDLI.

Student Support Services

Student Support Services at Baltimore School consists of 3.75 Special Education teaching units and 1.0 Guidance Counsellor allocation. Special Education teachers provide Pathways supports to students requiring assistance. Eligibility for support is determined by comprehensive assessments and ISSP's or IEP's Special Education teachers work with students who have Identified Exceptionalities by providing services such as oral testing and scribing, as well as, developing and teaching alternate courses. All programming provided to students requiring pathways supports is monitored and kept current via the ISSP (Individual Support Services Plan) or IEP (Individual Education Plan) process as outlined by the Department of Education. Guidance counselling services include individual and group counselling, comprehensive assessment, post-secondary school counselling, ISSP and pathways consultation, Tutoring for Tuition facilitation, interagency involvement and Senior High School course selection. Student assistants are provided to the school by the school district to help students with severe physical needs, personal care and behavior management. The Referral Tracking System, the provincial database for monitoring all comprehensive assessments within the school, is used by the Special Education teachers, Guidance Counsellor, Educational Psychologist and Speech Language Pathologist.

Key Highlights/Special Projects undertaken at School

Drama	Academic Awards Night	Intramurals
SADD	Chess Club	Spirit Days
Basketball Tournaments	Ball Hockey	Cross Country
Track and Field	Recycling	Peer Tutoring
Band	Tutoring for Tuition	Student Leadership
Concert/Recitals	Stitch Club	Tap Dancing
Clan Day	Homework Haven	Softball Tournament
Public Speaking	Breakfast Program	Writing Contests
Math Competitions	Computer Club	CAP site
Peer Mediation	Star Student of the Week	Science Fair
Heritage Fair	Forum for Young Canadians	Lego Robotics

Partnerships

Baltimore School is very fortunate to have the support of the various communities it serves. The following is a list of partnerships which have developed over the years and remain strong in our school:

- Fire Safety: Fire Department
- School Milk Foundation
- Cadets/Royal Newfoundland Legion
- Memorial University of Newfoundland
- D.A.R.E: R.C.M.P
- Public Health
- Kids Eat Smart Foundation
- Celtic Business Development
- Irish Loop Development

Baltimore School

3 Year School Development Plan (2009 – 2012)

Goal 1: To promote higher academic achievement in all subject areas.

Year	Objective	Objective
2009-10	Create a positive attitude towards French within the school environment.	Promote the value of a strong work ethic.
2010-11	Emphasize the practicality of math and science in everyday life.	Acknowledge personal levels of achievement.
2011-12	Empower students by making them aware of different avenues available through different subject areas.	Students will challenge themselves to reach their maximum potential.

Goal 2: To promote a school environment where students are actively engaged in the learning and decision making process.

Year	Objective	Objective
2009-10	To create a school environment that fosters differentiated instruction.	To involve students in the policy review process (re: code of conduct).
2010-11	Engage students in the classroom process through differentiated instruction.	To promote the importance of self-discipline.
2011-12	To promote student center learning through teacher facilitation.	To foster an active student role in the implementation of student policies/guidelines (i.e. academic, homework, etc...)

Goal 3: To promote a school culture that fosters a safe, healthy, and caring learning environment both inside and outside the classroom setting.

Year	Objective	Objective
2009-10	To create awareness in all stakeholders of a safe and caring school.	To determine why students feel unsafe in order to foster a learning, caring environment.
2010-11	Students, Staff and Parents will respect, accept, and appreciate each other.	To promote an active and healthy lifestyle among staff and students.
2011-12	To have a safe and caring environment within our classes.	To have a safe and caring environment during unstructured school time.

Report on School Development Plan for Previous Year (2009-10)

Goal 1:

To promote higher academic achievement in all subject areas.

<p>Objective 1.1 Create a positive attitude towards French within the school environment.</p>	<p>Objective 1.2 Promote the value of a strong work ethic.</p>
<p>Evaluation 1.1 This objective was achieved to a great extent; French was incorporated into all our assemblies, there were regular French language contests and there were cross-curricular activities with French. Our enrolment numbers for Sr. High French tripled from one year to the next.</p>	<p>Evaluation 1.2 The objective was a focus of our Academic Committee; to create an atmosphere where doing ones best at all times was the accepted norm. Non-monetary rewards were offered for high achievement in all courses and grades from grade 4 – Level III, an enrichment program was instituted for grades 4-9, and students were enrolled in several math, poetry and writing competitions.</p>
<p>Recommendations 1.1 Continue the progress made by adding more activities and events revolving around the French language.</p>	<p>Recommendations1.2 Ensure a greater percentage of our school population is recognized for improved results.</p>
<p>Commendations 1.1 A renewed emphasis is placed on French and major steps have been taken to remove the stigma of French classes being classified by the student population as ‘non-core’.</p>	<p>Commendations 1.2 By acknowledging and promoting the striving for excellence, our percentage of students at the 4 and 5 levels has increased.</p>

Goal 2:

To promote a school environment where students are actively engaged in the learning and decision making process.

Objective 2.1 To create a school environment that fosters differentiated instruction.	Objective 2.2 To involve students in the policy review process (re: code of conduct).
Evaluation: 2.1 Surveys of students were conducted in regards to MI and ‘why is your favorite teacher your favorite?’. Results were analyzed and forwarded to teachers. Students were also made aware of their own MI and teachers were inserviced on instructional strategies for DI and MI.	Evaluation: 2.2 A committee of teachers and students was formed to review the entire Code of Conduct. Surveys were completed by all grades. Discussions were undertaken in all classes with the goal to reconstruct our student code of conduct.
Recommendations 2.1 Continue teacher inservicing and keep the focus on the student learning as priority number one.	Recommendations 2.2 Schedule meeting time during the school day for divisional and subject groupings.
Commendations 2.1 The move has begun to let the student inform the teaching staff how they learn best, and in turn the staff is adapting their teaching styles.	Commendations 2.2 A new Code of Conduct is now in place, one that was formulated by students.

Goal 3:

To promote a school culture that fosters a safe, healthy, and caring learning environment both inside and outside the classroom setting.

Objective 3.1 To create awareness in all stakeholders of a safe and caring school.	Objective 3.2 To determine why students feel unsafe in order to foster a learning, caring environment.
Evaluation 3.1 Programs such as peer mediation, tutoring for tuition, SmartRisk and the presentation of agendas to all students in K – 9 helped create awareness of a safe and caring school.	Evaluation 3.2 A climate survey was conducted with all students having input. The data was used to decide where and when students felt unsafe and a plan was put in place to rectify the occurrences.
Recommendations 3.1 Display posters throughout the school and have presented on school TV's the availability of help agencies for those students who may be in need.	Recommendations 3.2 Conduct more sessions with students on personal safety and what is acceptable and unacceptable behavior.
Commendations 3.1 Throughout the school there was a much more positive environment and an increased feeling of belonging. The staff has worked hard to make this a reality.	Commendations 3.2 An informal student survey at the end of the school year showed a much higher level of student safety, and also a higher level of student overall contentment.

Operational Issues Report

The identified operational issues for the 2009-2010 school year at Baltimore School ranged from fine tuning several of our procedures and protocol, to purchasing new equipment for our school. Great strides were taken to ensure all the operational issues were achieved.

During the past year, the following was achieved:

- *Brochures of CRT exemplars were given to parents.
- *Two new Smartboards were purchased, along with 4 new LCD projectors.
- *The Peace Garden was further developed, with the purchase of new materials.
- *More money was provided to staff for consumable items.
- *Effective PD was given to many of our staff in regards to the Inclusion and DI areas.
- *Information was given to parents in regards to course descriptors and course expectations.
- *New computers and printers were purchased.
- *New and healthier choices were provided by our Foods Service Provider.

The following still needs to be completed:

- *Purchase curtains and blinds for classrooms.
- *Obtain more Student Assistant hours to meet our Special Needs concerns.

Summary Report on the School's Most Current Data

PRIMARY LANGUAGE ARTS ASSESSMENT

Grade 1: Percentage of Students Performing At or Above Provincial Benchmark

07-08		08-09		09-10	
School	Province	School	Province	School	Province
93.3%	63.5%	94.1%	65.0%	94.4%	62.1%

Grade 2: Percentage of Students Performing At or Above Provincial Benchmark

07-08		08-09		09-10	
School	Province	School	Province	School	Province
95.2%	68.9%	93.3%	72.4%	83.3%	71.3%

CRITERION REFERENCE TESTS

Grade 3 Language Arts								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Reading	95.3%	89.7%	95.0%	88.5%	96.7%	88.3%	91.7%	92.1%
Listening	96.7%	93.3%	90.0%	85.0%	97.5%	95.4%	82.7%	80.9%
Constructed Response: Percentage of students achieving Level 3 or above								
Demand Writing	73.9%	74.5%	88.9%	72.6%	100.0%	74.9%	73.3%	73.9%
Poetic	56.5%	65.8%	83.3%	56.1%	100.0%	68.8%	66.7%	71.5%
Informational	82.6%	74.4%	83.4%	70.8%	71.4%	55.1%	60.0%	63.6%
Listening	63.7%	64.1%	88.9%	70.2%	85.0%	70.5%	53.3%	59.9%

Grade 3 Mathematics								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Number Operations	89.0%	77.0%	87.0%	76.0%	91.4%	85.0%	83.3%	76.0%
Number Concepts	66.3%	71.3%	90.0%	76.3%	89.9%	73.5%	86.0%	77.3%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	8.7%	43.6%	88.9%	65.7%	95.2%	54.3%	53.3%	62.1%
Communication	4.4%	37.5%	88.9%	59.8%	95.2%	54.2%	26.7%	61.6%
Connections & Representations	0.0%	36.3%	83.3%	61.3%	90.5%	69.0%	40.0%	68.2%
Problem Solving	26.1%	51.9%	100.0%	76.2%	95.2%	68.8%	46.7%	68.3%

Grade 6 Language Arts								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Reading	79.7%	78.0%	84.6%	84.8%	87.7%	87.1%	79.4%	81.0%
Listening	90.0%	93.3%	90.0%	92.0%	83.3%	87.7%	82.9%	86.7%
Constructed Response: Percentage of students performing at Level 3 or above								
Demand Writing	69.3%	76.1%	92.8%	85.1%	88.9%	78.7%	83.3%	81.4%
Poetic	80.8%	73.3%	84.6%	81.2%	77.8%	69.6%	83.3%	69.9%
Informational	61.5%	58.8%	84.6%	78.9%	83.3%	68.0%	54.2%	68.4%
Listening	38.6%	58.4%	71.4%	62.6%	41.2%	47.4%	37.5%	66.7%

Grade 6 Mathematics								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Number Operations	59.1%	68.2%	94.0%	78.0%	90.0%	77.1%	75.7%	72.3%
Number Concepts	54.5%	62.7%	88.6%	70.0%	84.1%	67.1%	76.5%	76.9%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	11.5%	33.2%	38.5%	48.4%	66.7%	36.5%	54.2%	54.9%
Communication	15.4%	30.7%	23.1%	42.0%	38.9%	30.6%	54.2%	46.5%
Connections & Representations	15.4%	40.2%	23.1%	41.3%	61.1%	36.1%	58.3%	44.0%
Problem Solving	23.1%	50.6%	46.2%	55.4%	76.5%	42.5%	65.2%	55.8%

Grade 9 English								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Poetic	81.8%	79.4%	68.2%	77.2%	80.9%	71.0%	75.0%	85.1%
Informational	77.9%	74.5%	70.4%	78.1%	80.9%	83.1%	72.9%	79.3%
Constructed Response: Percentage of students performing at Level 3 or above								
Demand Writing	92.5%	83.5%	85.8%	86.2%	87.0%	83.0%	92.9%	85.4%
Poetic	91.1%	71.1%	88.9%	73.0%	81.0%	79.5%	56.0%	73.1%
Informational	94.1%	75.7%	71.5%	77.5%	85.7%	75.5%	68.0%	70.1%

Grade 9 Mathematics								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Number Operations	51.6%	59.5%	76.6%	60.3%	53.8%	55.8%	61.9%	69.5%
Number Concepts	57.0%	47.1%	75.0%	68.9%	36.0%	39.3%	52.1%	59.0%
Patterns & Relations	48.7%	55.6%	47.5%	59.3%	68.9%	68.9%	65.1%	75.4%
Measurement	52.6%	55.3%	79.1%	55.1%	45.3%	59.9%	50.2%	67.6%
Geometry	67.1%	69.4%	50.2%	55.4%	58.2%	61.8%	66.7%	69.4%
Data Management & Probability	50.7%	48.6%	69.4%	63.2%	50.0%	53.7%	57.1%	65.9%
Constructed Response: Percentage of students performing at Level 3 or above								
Number Operations	29.0%	32.5%	50.0%	51.0%	38.5%	44.5%	30.8%	48.9%
Patterns & Relations	40.4%	32.5%	53.1%	61.3%	56.0%	57.0%	38.7%	60.4%

PUBLIC EXAMS

Exam Mark	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
French 3200	80.0%	70.2%	69.0%	65.1%	68.8%	68.3%	67.7%	68.1%
Math 3204	62.4%	62.7%	59.0%	57.4%	52.1%	58.9%	62.7%	58.0%
Math 3205	81.0%	73.8%	89.0%	78.9%	59.0%	74.9%	72.8%	75.3%
World Geography 3202	56.7%	61.8%	65.1%	63.1%	64.7%	63.2%	52.3%	58.8%
Biology 3201	59.5%	61.4%	59.5%	61.2%	56.9%	58.4%	58.2%	60.7%
Chemistry 3202	57.3%	61.3%	55.8%	64.6%	56.0%	62.2%	63.0%	66.4%
Physics 3204	65.4%	65.8%	61.3%	68.3%	50.7%	67.2%	70.8%	65.5%
English 3201	61.3%	59.1%	71.7%	65.3%	64.3%	60.2%	69.7%	64.6%

GRADUATION STATUS

	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Honours	20.0%	22.9%	18.4%	25.1%	9.5%	23.1%	13.5%	25.2%
Academic	44.0%	40.4%	44.7%	35.7%	33.3%	40.9%	43.2%	39.5%
General	36.0%	36.7%	36.8%	39.3%	57.1%	36.0%	43.2%	35.2%

School Development Plan for Current Year (2009-2010)

Goal 1: To promote higher academic achievement in all subject areas.	
Objective 1.1: Emphasize the practicality of math and science in everyday life.	Objective 1.2: Acknowledge personal levels of achievement.
Strategies: 1.1.1 More diverse science learning experiences i.e. Field trips, outdoor experiences. 1.1.2 Invite speakers in various careers to promote science and math 1.1.3 Involve students in a "Math in the Real World" Day 1.1.4 Use everyday practical items to view math and science 1.1.5 Use current technology to promote science and math 1.1.6 Involve students in real-life situations where they have to apply their math skills	Strategies: 1.2.1 Devise and implement a system of acknowledging improvement 1.2.2 Increase participation at Jr./Sr. High level during Literacy Fair 1.2.3 Offer reading reward program for Jr. High 1.2.4 Hold Arts and Letters and Fine Arts competition for K-12
Indicators of Success: 1.1.1 Take a Trip to Botanical Garden, GEO Center, Fluvarium, MUN, CNA 1.1.2 Invite Dan O'Brien, Parents of Students, Accountants, etc 1.1.3 Poster contests, math games, math activities, Mathematica 1.1.4 Newspapers to view statistics (Moose license quotas, cod stocks, etc) 1.1.5 Web, SMART Board, You Tube, Aliant Learning, SMART Software 1.1.6 Class trip local grocery store to shop on a budget	Indicators of Success: 1.2.1 Bronze, Silver and Gold certificate to recognize improvement in performance 1.2.2 Every student in Jr./Sr. High make at least one contribution 1.2.3 Student receive reward for reaching specific reading levels

Goal 1. Support Plan	
Financial	Professional Development/Time Required
1.1.1 Transportation costs, admission fees 1.1.3 Prizes, manipulatives 1.1.6 Transportation costs 1.2.1 Certificates and Ink 1.2.3 Approx \$600 1.2.4 Medals	1.1.5 Technology PD

Goal 2: To promote a school environment where students are actively engaged in the learning and decision making process.	
Objective 2.1: Increase engagement of students in the classroom process through differentiated instruction and inclusionary practices.	Objective 2.2: Promote the importance of self-discipline and responsibility in the areas of behavior and academics.
Strategies: 2.1.1 Develop lessons that give students choice, acknowledging varied abilities. 2.1.2 Varied assessments i.e. ssignment options 2.1.3 Student input in how outcomes are to be achieved. 2.1.4 Grade (D,C,B,A) level rubrics available to students prior to assignment 2.1.5 Flexible groupings	Strategies: 2.2.1 Students use Code of Conduct as a guide for self-discipline and responsibility 2.2.2 Presentation of Code of Conduct through assemblies/presentations with students at different grade levels. 2.2.3 Guest speakers to promote individuality, aware of bullying, peer pressure, etc. 2.2.4 Promoting self-discipline and organization through the use of agendas and the homework page (Institute a Reward system for use of agenda) 2.2.5 Students understand the importance of good behavior for future opportunities. (I.e. Code of Conduct)
Indicators of Success: 2.1.1 Students present what they have learned through different means 2.1.2 Improvement in performance 2.1.3 Improvement in work ethic through work passed in, evaluation performance 2.1.4 Higher student engagement. 2.1.5 Improved classroom climate	Indicators of Success: 2.2.1 Decrease in incident reports to office. 2.2.1 Implementation and adherence to the Code of Conduct 2.2.2 More student reports of positive atmosphere through surveys, etc. 2.2.3 Increased percentage of student involvement in school activities. 2.2.4 Students show more organization through the use of agendas.

Goal 2. Support Plan	
Financial	Professional Development/Time Required
2.1.1 Money for agendas 2.1.2 Stipends for guest speakers 2.1.3 Prizes for agenda rewards, Star Student and Thoughtful Thursday	2.1.1 PD on assessment strategies, inclusionary practices, differentiated instruction. (Group or individual)

Goal 3: To promote a school culture that fosters a safe, healthy, and caring learning environment both inside and outside the classroom setting.

<p>Objective 3.1: Students, Staff and Parents will display respect, acceptance, and appreciation for one another.</p>	<p>Objective 3.2: Promote an active and healthy lifestyle among both staff and students.</p>
<p>Strategies: 3.1.1 Continue Thoughtful Thursday and Star Student. (tickets on Monday for the week) 3.1.2 Consistently model and give reminders of proper manners when interacting with students, teacher, parents, and encourage students to do the same. 3.1.3 Staff appreciation box (same as Thoughtful Thursday) 3.1.4 Arrange in-services to provide both parents and students information on cyber safety re bullying. (RCMP)</p>	<p>Strategies: 3.2.1 Active involvement in healthy choices for recess and lunch with a specific newsletter tailored to Baltimore school. 3.2.2 Increase Eastern Active Schools participation 3.2.3 Increase # of healthy snack days for the entire school and providing healthy lunch monthly (parent involvement) 3.2.4 Adopt a section of the East Coast Trail, and promoting hiking as a family event.....bbq for students at the end of the year?</p>
<p>Indicators of Success: 3.1.1 Amount of participation (# of tickets given out) 3.1.2 Students modeling behaviors. 3.1.3 # of comments in the box, sense a difference in the climate 3.1.4 more awareness provided, less bullying through cyberspace.</p>	<p>Indicators of Success: 3.2.1 distribution of completed newsletter 3.2.2 increase in # of healthy snack days 3.2.3 healthy snack days increased. 3.2.4 appearance and usage of the trail</p>

<p align="center">Goal 1. Support Plan</p>	
<p align="center">Financial</p>	<p align="center">Professional Development/Time Required</p>
<p>3.1.1 \$400.00 in Café cash for 7-12, \$ \$400.00 for K-6 3.1.2 \$200.00 for promotional materials 3.1.4 Presenter fees 3.2.1 cost of paper and copying 3.2.4 \$150.00 per snack day</p>	<p>3.2.3 1 day for staff to review the policy 3.1.5 ½ day to arrange organizations 3.2.1 ½ day for prep time</p>

Operational Issues for 2010-11

Operational Issue	Intended Action
Bathroom doors	New doors / locks / paper towel dispensers
Female shower rooms need to be revamped	Tiled, painted and workable shower curtains
Curtains/ blinds	purchase
Lockers	New lockers/ refurbish bottom of old ones/ new doors
Tables for Cafeteria	Purchase or build new tables(trades class)
Sports Uniforms	Purchased by Varsity
Gym	Painting with school colors
Smart Board	Mounted on K-6 side (TV style)
Computer	Fix / replace computers in individual classrooms (K-6 need computer in class for attendance, homework)
Desks	Replace desk tops
Chairs	Replace colored chairs with black ones
Microwaves	Industrial microwaves for cafeteria
Paint	Upstairs hallway, Gym, Cafeteria, Kindergarten room
Spot light	Portable for prom, concert, performances, etc
Disco Ball	To use on stage instead of ceiling
Chair dressings	Purchase
Storage space	Create storage space from an unused classroom
Parking lot signage	Comes from Highways
Projectors on trolleys	LCD for Pri/Elem use
Fitness room maintenance	Unclutter and maintain fitness room
More cardio equipment	Purchase a treadmill.

Appendix A – Summary of School Fundraising

Baltimore School Fundraising

The following is a summary of all fundraising undertaken at Baltimore School during the 2008-2009 school year.

Baltimore School General Fundraising:

#1	Concert/Dance	\$1005.00	
#2	Tickets on Print	\$2244.00	
#3	50/50 Ticket Draw	\$3520.00	
#4	Fish Cake Order	\$1620.00	
#5	Concerts	\$1633.00	
#6	Wake-A-Thon	\$3158.00	
#6	Yearbook sale	<u>\$310.25</u>	
	Total:		\$13 490.25

Student Leadership: \$2217.80

Grad Fundraising:

Dances, Bottle Drive, Bake Sales, Print Sale: \$8337.25

Varsity School Sports: \$4226.25

Recycling: \$4009.80

GRAND TOTAL: \$32 281.35