

## **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, and 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.

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## **Message from the Director of Education**

The strategic plan of the Eastern School District 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. We are supported by a strong team of professionals both at the school and district level who work diligently to achieve the goals of our individual school plans.

This report is an opportunity for schools to highlight the challenges and successes experienced over the past year. It celebrates the accomplishments of the school as it works to achieve its stated goals. Success is possible when teachers, parents, and community members work together in a supportive and collaborative manner.

I encourage you to review this report, reflect upon the information and discuss with your school's administrators and teachers items of interest. It is the ongoing dialogue and engagement that maintains the commitment to our goal of enhanced learning for all.

I would like to congratulate each school for their dedication to learning and teaching as evidenced by this Annual School Report.

**FORD RICE**

### **Message from Principal**

The 2008-2009 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.

Work began late in the year to continue our school growth through the development of a new 3 year plan. This plan will be in place at the beginning of the new school year and will reflect 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 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 would like to congratulate the staff and students on another successful year. There were many accomplishments, for both academics and sports, in the year 2008-2009. The school involvement of the staff and students is highly recognized by parents and the community and is greatly appreciated. We wish you all the best for the new school year.

Best Regards,

Natalie Davidson  
Chairperson  
Baltimore School Council  
Year 2008 - 2009

### **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, Renewes and Cappahayden. This year the school had a total of 24.75 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 3.25 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 student's 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 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 Counselor allocation. Special Education teachers are responsible for providing Pathways supports to students requiring assistance as determined by comprehensive assessments and ISSP's (Individual Support Services Plan) or IEP's (Individual Education Plans). Special Education teachers work with students who have Identified Exceptionalities by providing such services as oral testing and scribing, as well as, developing and teaching alternate courses. Guidance counseling services include such services as individual and group counseling, comprehensive assessment, post-secondary school counseling, ISSP/IEP and pathways consultation, Tutoring for Tuition Facilitation, interagency involvement and Senior High course selection. In addition to those services mentioned above, special education teachers and the guidance counselor will be using the Referral Tracking System which is the provincial database for monitoring and managing all assessments completed in our school. Student assistants are also provided to the school by the school district to support teachers in meeting severe physical, personal care and behavior management needs of students.

## **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
- CAP Website
- 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

## 3 Year School Development Plan (2006 – 2009)

**Goal 1:** Motivate students to accept responsibility for learning.

Year	Objectives	Objectives
2006-07	To educate the school community on the expectations in assessment.	To promote high achievement through motivation of students.
2007-08	Provide students with curriculum that challenges them individually (at their own level).	To continue to promote high achievement through motivation.
2008-09	To continue to facilitate students' improvement in individual testing results in Public Examinations, CRT's 3, 6, 9 and Benchmarks in Grades 1 and 2).	To motivate students to obtain higher levels of achievement on all internal assessments.

**Goal 2:** To create an environment where there is greater collaboration and cooperation among all stakeholders.

Year	Objectives	Objectives
2006-07	Staff will work together to enhance the teaching and learning environment.	Staff will work together to reorganize resources and space.
2007-08	The school community will be given increased opportunities to participate in school activities.	Staff will collaborate at divisional and subject level.
2008-09	Teachers will collaborate regularly with staff and all stakeholders when making decisions and significant changes within the school.	To foster consistent assessment and evaluation practices, staff will collaborate regularly.

**Goal 3:** Foster the affective component of student learning by creating more diverse learning opportunities for students both inside and outside the classroom setting.

Year	Objectives	Objectives
2006-07	Promote an active and healthy lifestyle among staff and students.	Increase students' access to more diverse learning experiences both inside and outside of the classroom.
2007-08	Staff and community will work together in a variety of ways to enhance the teaching and learning environment.	Increase our students' sense of belonging.
2008-09	Students will respect, accept and appreciate each other.	Staff will work together to enhance the teaching and learning environment.

## Operational Issues

Smart Board per subject area  
 Monday Memo on First Class  
 Macintosh Computer with Speak Recognition for Special Needs  
 Set of Cupboards mounted in Spare Room for Breakfast Program (Home Ec Room)  
 New Filing Cabinets  
 Phys Ed Equipment - Volleyball Nets/Poles / Track and Field Poles / Basketballs  
 Display Case for Awards in the Main Area of School  
 Enrichment Kits  
 New Sound System  
 New Portable Band Stage  
 Storage in classroom (cubbies)  
 Library needs updating with Library Pro, Technology and Reading Material  
 BBQ for staff and student events  
 More Money for all subject areas and grade levels

## Report on School Development Plan for Previous Year (2008-09)

<p><b>Objective 1.5</b> To continue to facilitate students' improvement in individual testing results in Public Examinations, CRT's 3, 6, 9 and Benchmarks in grades 1 and 2.</p>	<p><b>Objective 1.6</b> To motivate students to obtain higher levels of achievement on all internal assessments.</p>
<p><b>Evaluation 1.5</b> This objective was achieved to a great extent; a thorough review of all standardized testing was undertaken and plan of action was set in place, the enrichment program was expanded, and a homework page was developed and used extensively by teachers.</p>	<p><b>Evaluation 1.6</b> 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><b>Recommendations 1.5</b> Provide a specific checklist of expectations for assessment.</p>	<p><b>Recommendations 1.6</b> Ensure a greater percentage of our school population is recognized for improved results.</p>
<p><b>Commendations 1.5</b> A more intense focus has been placed on the standardized tests results and the need to put in place a plan of action.</p>	<p><b>Commendations 1.6</b> By acknowledging and promoting the striving for excellence, our percentage of students at the 4 and 5 levels has increased.</p>

### Goal 2

**To create an environment where there is greater collaboration and cooperation at the divisional and subject levels.**

<p><b>Objective 2.5</b> Teachers will collaborate regularly with staff and all stakeholders when making decisions and significant changes within the school.</p>	<p><b>Objective 2.6</b> To foster consistent assessment and evaluation practices, staff will collaborate regularly.</p>
<p><b>Evaluation: 2.5</b> Staff had more input into the decision-making process through the School Development Committee.</p>	<p><b>Evaluation: 2.6</b> Staff was encouraged to meet on a regular basis with divisional colleagues, and the</p>

	housekeeping items were reduced during staff meetings to allow more staff sharing.
<b>Recommendations 2.5</b> Provide more time for teachers to collaborate during staff meetings and divisional meetings.	<b>Recommendations 2.6</b> Schedule meeting time during the school day for divisional and subject groupings.
<b>Commendations 2.5</b> Much was accomplished with the designation and organization of prep rooms for the Pri/Elem and Jr./Sr. High grades.	<b>Commendations 2.6</b> There was a great deal accomplished in the area of teacher isolation and providing more peer support for teachers.

### Goal 3

**Foster the affective component of student learning by creating more diverse learning opportunities for students both inside and outside the classroom setting.**

<b>Objective 3.5</b> Students will respect, accept and appreciate each other.	<b>Objective 3.6</b> Staff will work together to enhance the teaching and learning environment.
<b>Evaluation 3.5</b> Programs such as peer mediation, tutoring for tuition, buddy reading and the Literacy program were extremely well received. Many more opportunities were provided for students to take part in extra-curricular activities.	<b>Evaluation 3.6</b> A real focus was in place to promote academic improvement. Throughout the school there was a tremendous variety of teaching and learning practices put in place by teachers and staff.
<b>Recommendations 3.5</b> Have Student Leadership represent the entire school, including the Primary/Elementary grades.	<b>Recommendations 3.6</b> Create an environment where cross-curricular activities are promoted and encouraged.
<b>Commendations 3.5</b> The overall teamwork throughout the school as improved on many levels.	<b>Commendations 3.6</b> There was improved collegiality among staff and an improved focus on student learning.

### Operational Issues Report

The identified operational issues for the 2008-2009 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:

- \*Monday Memo was used which allowed more time for instructional issues during staff and divisional meetings.
- \*Resources were purchased for the Enrichment program.
- \*Two new Smartboards were purchased, along with 4 new LCD projectors and two ELMO machines.
- \*All new basketballs were purchased and attachments were added to the basketball hoops to allow for various heights.
- \*A New Sound System was purchased for the school.
- \*The Peace Garden was further developed, with the purchase of new materials.
- \*More money was provided to staff for consumable items..
- \*Standardized software was purchased to allow easy transfer of files and documents.
- \*A new 3 year agreement with a Food Services provider was signed which guarantees a better selection.

# 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	
School	Province	School	Province
93.3%	63.4%	94%	

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

07-08		08-09	
School	Province	School	Province
95.2	68.9%	93%	

## CRITERION REFERENCE TESTS

### Grade 3 Language Arts

	05-06		06-07		07-08		08-09	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
Reading	69.6%	72.6%	95.3%	89.7%	95.0%	88.5%	96.7%	88.3%
Listening	100.0%	97.7%	96.7%	93.3%	90.0%	85.0%	97.5%	95.4%
<b>Constructed Response: Percentage of students achieving Level 3 or above</b>								
Demand Writing	100.0%	82.1%	73.9%	74.5%	88.9%	72.6%	100.0%	74.9%
Poetic	75.0%	56.1%	56.5%	65.8%	83.3%	56.1%	100.0%	68.8%
Informational	55.0%	68.3%	82.6%	74.4%	83.4%	70.8%	71.4%	55.1%
Visual	60.0%	45.7%	17.4%	42.6%	100.0%	60.4%	81.0%	53.7%
Listening	80.0%	65.9%	63.7%	64.1%	88.9%	70.2%	85.0%	70.5%

### Grade 3 Mathematics

	05-06		06-07		07-08		08-09	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
Number Operations	76.3%	64.3%	89.0%	77.0%	87.0%	76.0%	91.4%	85.0%
Number Concepts	64.2%	73.1%	66.3%	71.3%	90.0%	76.3%	89.9%	73.5%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
Reasoning	25.0%	27.8%	8.7%	43.6%	88.9%	65.7%	95.2%	54.3%
Communication	15.0%	23.5%	4.4%	37.5%	88.9%	59.8%	95.2%	54.2%
Connections & Representations	25.0%	25.5%	0.0%	36.3%	83.3%	61.3%	90.5%	69.0%
Problem Solving	30.0%	34.5%	26.1%	51.9%	100.0%	76.2%	95.2%	68.8%

### Grade 6 Language Arts

	05-06		06-07		07-08		08-09	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
Reading	70.8%	80.0%	79.7%	78.0%	84.6%	84.8%	87.7%	87.1%
Listening	91.7%	89.1%	90.0%	93.3%	90.0%	92.0%	83.3%	87.7%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
Demand Writing	95.8%	86.9%	69.3%	76.1%	92.8%	85.1%	88.9%	78.7%
Poetic	87.5%	81.9%	80.8%	73.3%	84.6%	81.2%	77.8%	69.6%
Informational	83.3%	82.9%	61.5%	58.8%	84.6%	78.9%	83.3%	68.0%
Visual	69.6%	77.1%	61.6%	54.8%	92.3%	82.1%	50.0%	47.7%
Listening	83.3%	73.6%	38.6%	58.4%	71.4%	62.6%	41.2%	47.4%

**Grade 6 Mathematics**

	05-06		06-07		07-08		08-09	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
Number Operations	68.8%	71.7%	59.1%	68.2%	94.0%	78.0%	90.0%	77.1%
Number Concepts	73.3%	70.0%	54.5%	62.7%	88.6%	70.0%	84.1%	67.1%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
Reasoning	13.0%	26.7%	11.5%	33.2%	38.5%	48.4%	66.7%	36.5%
Communication	8.7%	26.7%	15.4%	30.7%	23.1%	42.0%	38.9%	30.6%
Connections & Representations	17.4%	26.7%	15.4%	40.2%	23.1%	41.3%	61.1%	36.1%
Problem Solving	43.5%	46.7%	23.1%	50.6%	46.2%	55.4%	76.5%	42.5%

**Grade 9 Language Arts**

	05-06		06-07		07-08		08-09	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
Poetic	68.6%	63.9%	81.8%	79.4%	68.2%	77.2%	80.9%	71.0%
Informational	73.3%	72.7%	77.9%	74.5%	70.4%	78.1%	88.7%	83.1%
<b>Constructed Response: Percentage of students achieving at Level 3 or above</b>								
Demand Writing	73.9%	80.3%	92.5%	83.5%	85.8%	86.2%	87.0%	83.0%
Poetry	71.4%	51.8%	91.1%	71.1%	88.9%	73.0%	81.0%	79.5%
Informational	85.7%	60.9%	94.1%	75.7%	71.9%	77.5%	85.7%	75.5%

**Grade 9 Mathematics**

	05-06		06-07		07-08		08-09	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
Number Operations	59.1%	57.4%	51.6%	59.5%	76.6%	60.3%	53.8%	55.8%
Number Concepts	52.3%	51.7%	57.0%	47.1%	75.0%	68.9%	36.0%	39.3%
Patterns & Relations	65.3%	72.3%	48.7%	55.6%	47.9%	59.3%	68.9%	68.9%
Measurement	54.9%	66.2%	52.6%	55.3%	79.1%	55.1%	45.3%	59.9%
Geometry			67.1%	69.4%	50.2%	55.4%	58.2%	61.8%
Data Management & Probability	75.8%	73.0%	50.7%	48.6%	69.4%	63.2%	50.0%	53.7%
<b>Constructed Response: Represents scores out of 100</b>								
Number Operations	NA	NA	29.0%	32.5%	50.0%	51.0%	38.5%	44.5%
Patterns & Relations	NA	NA	40.4%	42.1%	53.1%	61.3%	56.0%	57.0%
Composite Score	60.3%	60.0%	NA	NA	53.3%	59.0%	52.9%	56.9%

**Grade 9 Science**

	02-03		05-06		08-09	
	School	Province	School	Province	School	Province
Environmental Quality	68.8%	64.7%	72.7%	57.5%	58.9%	66.7%
Chemical Changes	58.1%	58.3%	55.4%	57.8%	47.6%	65.3%
Electricity	53.7%	56.7%	64.9%	63.4%	55.8%	67.8%
Heat Transfer	71.4%	69.7%	67.1%	67.8%	68.3%	78.3%
Diversity of Living Things	55.4%	60.1%	75.4%	67.3%	66.9%	71.8%
<b>Total Test</b>	<b>58.1%</b>	<b>60.0%</b>	<b>66.3%</b>	<b>63.1%</b>	<b>58.9%</b>	<b>69.6%</b>

## PUBLIC EXAMS

Exam Mark	05-06		06-07		07-08		08-09	
	School	Province	School	Province	School	Province	School	Province
<b>French 3200</b>	83.0%	67.8%	80.0%	70.2%	69.0%	65.1%	68.8%	68.3%
<b>Math 3204</b>	61.2%	56.0%	62.4%	62.7%	59.0%	57.4%	52.1%	58.9%
<b>Math 3205</b>	NA	72.4%	81.0%	73.8%	89.0%	78.9%	59.0%	74.8%
<b>World Geography 3202</b>	66.1%	61.1%	56.7%	61.8%	65.1%	63.1%	64.7%	63.2%
<b>Biology 3201</b>	61.7%	61.8%	59.5%	61.4%	59.9%	61.2%	56.9%	58.4%
<b>Chemistry 3202</b>	60.0%	60.4%	57.3%	61.3%	55.8%	64.6%	56.0%	62.2%
<b>Physics 3204</b>	65.8%	65.9%	65.4%	65.8%	61.3%	68.3%	50.7%	67.2%
<b>English 3201</b>	60.9%	60.9%	61.3%	59.1%	71.7%	65.3%	64.3%	60.2%

## GRADUATION STATUS

	05-06		06-07		07-08		08-09	
	School	Province	School	Province	School	Province	School	Province
<b>Honours</b>	20.0%	21.6%	20.0%	23.1%	18.4%	25.1%	9.5%	23.1%
<b>Academic</b>	20.0%	41.9%	44.0%	40.6%	44.7%	35.9%	33.3%	40.9%
<b>General</b>	60.0%	36.5%	36.0%	36.3%	36.8%	38.9%	57.1%	36.0%

## School Development Plan for Current Year

<b>Goal 1:</b> To promote a school environment where students are actively engaged in the learning and decision making process.	
<b>Objective 1.1:</b> To create a school environment that fosters Differentiated instruction	<b>Objective 1.2:</b> To involve students in the policy review process. (code of Conduct)
<b>Strategies:</b> 1.1.1 Survey of students re what types of multiple intelligences are in the room. ...why is your favorite teacher your favorite, 1.1.2 Student awareness of their own MI 1.1.3 PD on Instructional strategies for DI and MI 1.1.4 Where possible students are offered alternate means of presentation 1.1.5 Reading material and posters available for teachers.	<b>Strategies:</b> 1.2.1 Establish criteria for placement on student committee (Jr. / Sr. High) 1.2.2 Establish a student committee with teacher supervision 1.2.3 Review of existing policies...re input on changes. 1.2.4 Class group discussions (committee reps to gather ideas from class mates)
<b>Indicators of Success:</b> 1.1.1 Tabulated results from survey 1.1.2 Completed surveys: mini-sessions 1.1.3 All teachers complete 2 sessions of PD MI 1.1.4 Varied ways of presenting 1.1.5 Library of resources in staffroom.	<b>Indicators of Success:</b> 1.2.1-1.2.4 Produced final copy of the code of conduct which is agreeable to both students and staff.
<b>Financial</b>	<b>Professional Development/Time Required</b>
1.1.1 Paper, purchase cost of online surveys? 1.1.2 -1.1.2 Days for pd 1.1.4 All classes have capable tech equipment to show student work.(ie.Dvds, slide shows power point etc. ) 1.1.5 Professional reading journals, magazines	1.1.1 20 hours for development and tabulation 1.1.2. Guest Speakers for MI, Grade Level meetings...Strategies

<b>Goal 2: To promote higher academic achievement in all subject areas.</b>	
<b>Objective 2.1:</b> Create a positive attitude towards French within the school environment.	<b>Objective 2.2:</b> Promote the value of a strong work ethic.
<b>Strategies:</b> 2.1.1 Incorporate French in assemblies (O' Canada) 2.1.2 Display French work at literature fair 2.1.3 TV announcements in French 2.1.4 Promote French culture in other subjects 2.1.5 Motivational speakers 2.1.6 Offer French in the classroom despite enrollment	<b>Strategies:</b> 2.2.1 Motivational speakers 2.2.2 Character development program (incorporate into Star Student for K-6 and Thoughtful Thursday for 7-12) 2.2.3 Bonus for work turned in on or before time 2.2.4 Setting levels of achievement for fairs, competitions, etc. 2.2.5 Alternating Fairs
<b>Indicators of Success:</b> 2.1.1 Surveys 2.1.2 Performance 2.1.3 Course selection	<b>Indicators of Success:</b> 2.2.1 Amount of students who hand in work on time 2.2.2 Improvement in quality of work 2.2.3 Improvement in grades 2.2.4 Less student/teacher conflict 2.2.5 Survey results of student happiness
<b>Financial</b>	<b>Professional Development/Time Required</b>
2.1.1 Posters, visual depicting French, money for speakers 2.2 Motivational speakers	
<b>Goal 3: To promote a school culture that fosters a safe, healthy, and caring, learning environment both inside and outside the classroom setting.</b>	
<b>Objective 3.1</b> To create awareness in all stakeholders of a safe and caring school.	<b>Objective 3.2</b> To determine why students feel unsafe in order to foster a learning, caring environment.
<b>Strategies:</b> 3.1.1 All students will have a student agenda. 3.1.2 Develop a session where the "Code of Conduct" is emphasized. Students rotate through various rooms and have a 5min session on different aspects of the code of conduct (i.e. Absenteeism, Bus Safety, Homework, etc...) 3.1.3 Newsletter to make parents and various stakeholders aware of the code of conduct which is available in both the agenda and on the school website. 3.1.4 Inclusion of code of conduct in the Health Curriculum as well as Human Dynamics. 3.1.5 Provide students with information pertaining to support services, and dealing with adolescent issues (websites, help-lines, personnel).	<b>Strategies:</b> 3.2.1 To conduct a climate survey. 3.2.2 Maintain and analyze school data. 3.2.3 Sessions on Safety K-12 (A review needs to be done for the K-6 Program). 3.2.4 Information on safety for Grades 7-12 is needed. 3.2.5 Consultation with stakeholders (i.e. ...) 3.2.6 PD with consultants with the board or other stakeholders.
<b>Indicators of Success:</b> 3.1.1 Students using agendas 3.1.2 'Code of conduct inservice 3.1.3 Regular newsletter	<b>Indicators of Success:</b> 3.2.1 Completed students survey to access information in regards to student safety. 3.2.2 All students feel safe at school
<b>Financial</b>	<b>Professional Development/Time Required</b>
3.1.1 \$7.00 per agenda 3.1.2 Monies for Materials and miscellaneous items 3.1.5 Professional Posters or Pamphlets made by an advertising group i.e. Total Marketing, or M5	3.1.1 Done by Administration (Needs to be ordered) 3.1.2 Required before the Session 3.1.5 Development of poster and pamphlet would need to be developed 3.2.1 When Needed

## Operational Issues for 2009 – 2010

1. More funding to supply consumable resources for art rooms, science labs, calculators, geometry sets, classroom/department budgets, etc.
2. More student assistant time will be needed in the fall to accommodate students.
3. Students should feel welcome to attend ISSP/IEP meetings.

4. Teaching assignments need to be handed out to teachers at an earlier date, i.e. shortly after the May redundancies placement deadline.
5. Effective PD offered that is relevant to inclusion and differentiated learning by knowledgeable personnel.
6. Religion Course to be offered in High School.
7. The interpretation of actual and perceived course descriptions is skewed. Students and parents do not have a clear and concise understanding of the sub-categories for each subject area and the interwoven connection between them. I.e....fine arts?
8. Clarifying provincial assessment issues for parents.
9. Provide students with a higher quality of healthy food.
10. Curtains or blinds for classrooms!

## **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 Poinsettia Sale	\$745.00
#2 Tickets on Print	\$1841.00
#3 Alumni Barbeque	\$25 500.00
#4 Alumni Dance	\$5 500.00
#5 Cook Book	\$822.10
#6 Gazebo Ticket sale	<u>\$1170.25</u>
Total:	\$35 578.35

**Grad Fundraising:** Dances, Bottle Drive, Bake Sales, Print Sale: \$8101.58

**Varsity School Sports:** \$4226.25

**Recycling:** \$3158.60

**GRAND TOTAL:** \$51 064.78