

School Report 2011 – 2012



Baltimore School

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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	Error! Bookmark not defined.	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		10
School Developman Plan for Current School Year		14
Appendix A – Summary of School Fundraising		19



OFFICE OF THE DIRECTOR

*Chair: Milton Peach, B.A., B.A.(Ed.)
C.E.O./Director of Education (Acting): Bruce Vey, PhD*

Message from the Director of Education

In December, 2011, Eastern School District approved a three-year strategic planning process which centered on developing our schools as caring, professional and purposeful places of learning and excellence. This school report for 2011-2012 highlights the activities of your school and your efforts to achieve your school-based goals, in keeping with the District's mission and its vision for the future. The information provided is very helpful as we continue to pursue excellence for our District through a planning process which emphasizes continued professional growth and development.

I would like to take this opportunity to congratulate each school on the success achieved to date as evidenced by this report. I acknowledge, with gratitude, the efforts of our teachers, administrators, support staff, parents and community representatives, particularly through schools councils. By working together, we can achieve the best possible learning environment for our students. I encourage you to dialogue with our stakeholders on this document and on our District objectives.

As we move forward with our new Strategic Plan (2011-2014), I look forward to your continued support and cooperation in the achievement of the specific goals and objectives listed in this plan. Keep up the good work!

Sincerely,

BRUCE VEY, PhD
CEO/DIRECTOR OF EDUCATION (Acting)

/ms

Message from Principal

The 2011-2012 school year proved to be another tremendously successful year at Baltimore School. We had many outstanding events this past year, including absolutely excellent 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 progressed quite significantly in our 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 third year of the 3 year school plan. This plan reflected 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. We have already begun the process of developing a new 3 year plan and that plan will be in place early in the next school year.

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 245 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 20.5 teaching units which include administration, one guidance counselor, a physical education teacher, one French teacher, one music teacher, a technology teacher, and 2.95 special needs teachers. Our support staff included two student assistants with a combined total of 8.5 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 are 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, 37 courses are offered including Math 3205, Math 3207, French 2200, French 3200, Physics 2204, Physics 3204 and Experiencing Music 2200 through CDLI.

Student Support Services

Student Support Services at Baltimore School consists of 2.95 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 counseling services include individual and group counseling, comprehensive assessment, post-secondary school counseling, ISSP and pathways consultation, Tutoring for Work Experience, 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 Services staff.

Key Highlights/Special Projects undertaken at School

Drama Club	Academic Awards Night	Intramurals
SADD	Volleyball	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
Cheerleading	Homework Haven	Softball Tournament
Public Speaking	Breakfast Program	Writing Contests
Math Competitions	Scrapbooking	Yoga
Peer Mediation	Star Student of the Week	Science Fair
Heritage Fair	Forum for Young Canadians	Duke of Edinburgh

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:

- Community Youth Network
- 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	Improve CRT and Public Exam Results	Empower students to reach their individual 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	Engender in students responsibility for and active engagement in, the learning process.	To actively involve students in the review and implementation of the school's academic policy.

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	To have a safe and caring environment within our classes.	To have a safe and caring environment during unstructured school time.
2011-12	Students, Staff and Parents will respect, accept, and appreciate each other.	To promote an active and healthy lifestyle among staff and students.

Report on School Development Plan for Present Year (2011-2012)

Goal 1:

To promote higher academic achievement in all subject areas.

<p>Objective 1.5 Improve CRT and Public Exam Results</p>	<p>Objective 1.6 Empower students to reach their individual maximum potential.</p>
<p>Evaluation 1.5 Assignments, projects and mini assessments, modeling the unit test, were given across the grades. Rubrics were used across the grades in various subject areas as a tool for students to self evaluate. Interactive feedback was used to effectively monitor student learning processes. CRT and Public exam scores are reviewed and intervention steps are taken in areas of need.</p>	<p>Evaluation 1.6 By giving options for assessment, students are given the opportunity to highlight their strengths and interests. All classrooms are equipped with Smart boards and Team boards which are used for classroom instruction on a daily basis.</p>
<p>Recommendations 1.5 Continue with current practices. Encourage parental involvement in homework and preparation for tests and assignments, by utilizing the homework page.</p>	<p>Recommendations 1.6 Continue with the current choices but emphasize quality by providing grading rubrics in advance of the evaluation.</p>
<p>Commendations 1.5 Due to increased focus on assessment preparation, the CRT and Public exam scores were above the province.</p>	<p>Commendations 1.6 Students enjoy being given choices to demonstrate their learning therefore increasing their motivation and interest.</p>

Goal 2:

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

Objective 2.5 Engender in students responsibility for and active engagement in, the learning process.	Objective 2.6 To actively involve students in the review and implementation of the school's academic policy.
Evaluation 2.5 Students have been given opportunities to demonstrate what they've learned through various methods. Differentiated learning instruction is provided in all subject areas in all grades. By providing rubrics, students were able to assess their own work prior to submission.	Evaluation 2.6 Baltimore School adopted the new Academic policy of the Eastern School District. The new policy will be distributed in Agendas and posted on website once it has been received from board in final draft form.
Recommendations 2.5 Continue to have students use an assortment of independently chosen methods throughout the year. Encourage students to attend parent teacher interviews to increase responsibility and accountability for their own learning.	Recommendations 2.6 When Eastern School District has finalized the policy the school's policy (make up test period etc.) will be mainstreamed for increased efficiency.
Commendations 2.5 DI is offered in all classrooms and in all subject areas. We've made great strides in implementing success of DI strategies.	Commendations 2.6 This will create consistency throughout the District.

Goal 3:

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

Objective 3.5 Students, staff, and parents will display respect, acceptance, and appreciation for one another.	Objective 3.6 Promote an active and healthy lifestyle among both staff and students..
Evaluation 3.5 Discussions were held at classroom level and we had several presentations for students (LIVE, RCMP). Thoughtful Thursday, checks and balances are in place by teachers and visuals are displayed in some areas but not all. We need to increase the signage to every classroom.	Evaluation 3.6 3.6.1 We all need to be cognizant of manners. Baltimore school encourages all students to be actively involved in all activities. Thoughtful Thursday is going well and Star student is also a success.
Recommendations 3.5 Increase the variety of guest speakers to keep focus on anti bullying behaviors and more displays promoting appropriate behavior.	Recommendations 3.6 Cafeteria should stick to the healthy menu plan and adhere to proper procedures in regards to food preparation and storage of food. Healthy snack for staff meetings may be a good idea.
Commendations 3.5 There were high quality presentations this year and well behaved, polite students are rewarded with thoughtful Thursday.	Commendations 3.6 The following were extremely well received and had a very positive impact on school life: treat day, After school grant, extracurricular program and Intramurals

PRIMARY LANGUAGE ARTS ASSESSMENT

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

08-09		09-10		10-11		11-12	
School	Province	School	Province	School	Province	School	Province
94.1%	65.0%	94.4%	62.6%	90.9%	63.7%	83.3%	58.3%

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

08-09		09-10		10-11		11-12	
School	Province	School	Province	School	Province	School	Province
93.3%	72.4%	83.3%	72.6%	94.4%	73.5%	90.5%	65.3%

CRITERION REFERENCE TESTS

Grade 3 Language Arts								
	08-09		09-10		10-11		11-12	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Reading	96.7%	88.3%	91.7%	92.1%	81.4%	79.7%	70.0%	68.0%
Listening	97.5%	95.4%	82.7%	80.9%	91.0%	88.0%	N/A	N/A
Constructed Response: Percentage of students achieving Level 3 or above								
Demand Writing	100.0%	74.9%	73.3%	73.9%	79.0%	71.9%	100.0%	81.7%
Poetic	100.0%	68.8%	66.7%	71.5%	100.0%	77.9%	62.6%	47.9%
Informational	71.4%	55.1%	60.0%	63.6%	55.6%	52.8%	93.8%	64.5%
Listening	85.0%	70.5%	53.3%	59.9%	79.0%	68.9%	N/A	N/A
Grade 3 Mathematics								
	08-09		09-10		10-11		11-12	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Number Operations	91.4%	85.0%	83.3%	76.0%	89.1%	74.5%	86.7%	72.5%
Number Concepts	89.9%	73.5%	86.0%	77.3%	84.3%	77.9%	83.6%	78.6%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	95.2%	54.3%	53.3%	62.1%	82.4%	61.2%	94.2%	72.0%
Communication	95.2%	54.2%	26.7%	61.6%	70.6%	60.6%	100.0%	73.4%
Connections & Representations	90.5%	69.0%	40.0%	68.2%	88.3%	65.3%	88.2%	80.8%
Problem Solving	95.2%	68.8%	46.7%	68.3%	100.0%	77.2%	100.0%	82.6%

Grade 6 Language Arts								
	08-09		09-10		10-11		11-12	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Reading	87.7%	87.1%	79.4%	81.0%	78.9%	79.5%	76.5%	71.5%
Listening	83.3%	87.7%	82.9%	86.7%	71.0%	67.0%	N/A	N/A
Constructed Response: Percentage of students performing at Level 3 or above								
Demand Writing	88.9%	78.7%	83.3%	81.4%	83.3%	74.7%	89.5%	74.8%
Poetic	77.8%	69.6%	83.3%	69.9%	94.4%	66.2%	52.6%	50.4%
Informational	83.3%	68.0%	54.2%	68.4%	83.4%	58.7%	72.2%	58.5%
Listening	41.2%	47.4%	37.5%	66.7%	53.0%	51.8%	N/A	N/A
Grade 6 Mathematics								
	08-09		09-10		10-11		11-12	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Number Operations	90.0%	77.1%	75.7%	72.3%	80.0%	67.5%	80.0%	62.2%
Number Concepts	84.1%	67.1%	76.5%	76.9%	72.0%	75.0%	76.0%	67.0%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	66.7%	36.5%	54.2%	54.9%	66.7%	52.3%	84.2%	58.9%
Communication	38.9%	30.6%	54.2%	46.5%	61.2%	44.3%	84.2%	56.6%
Connections & Representations	61.1%	36.1%	58.3%	44.0%	77.8%	35.2%	84.3%	58.5%
Problem Solving	76.5%	42.5%	65.2%	55.8%	100.0%	68.1%	94.8%	65.6%

Grade 9 Language Arts								
	08-09		09-10		10-11		11-12	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Poetic	80.9%	71.0%	75.0%	85.1%	69.3%	64.7%	64.4%	66.6%
Informational	88.7%	83.1%	72.9%	79.3%	77.9%	71.2%	75.3%	76.8%
Constructed Response: Percentage of students performing at Level 3 or above								
Demand Writing	87.0%	83.0%	92.9%	85.4%	92.8%	83.3%	89.5%	90.7%
Poetic	81.0%	79.5%	56.0%	73.1%	85.7%	61.4%	93.8%	92.0%
Informational	85.7%	75.5%	68.0%	70.1%	78.5%	69.2%	100.0%	88.8%
Grade 9 Mathematics								
	08-09		09-10		10-11		11-12	
	School	Province	School	Province	School	Province	School	Province
Number Operations	53.8%	55.8%	61.9%	69.5%	61.2%	59.1%	76.1%	68.1%
Number Concepts	36.0%	39.3%	52.1%	59.0%				
Patterns & Relations	68.9%	68.9%	65.1%	75.4%	62.5%	62.8%	65.6%	62.9%
Measurement	45.3%	59.9%	50.2%	67.6%	73.0%	65.7%	78.0%	69.8%
Geometry	58.2%	61.8%	66.7%	69.4%				
Statistics & Probability	50.0%	53.7%	57.1%	65.9%	87.5%	79.4%	69.7%	63.8%

PUBLIC EXAMS

Exam Mark	08-09		09-10		10-11		11-12	
	School	Province	School	Province	School	Province	School	Province
French 3200	68.8%	68.3%	67.7%	68.1%	83.5%	69.6%	69.5%	68.4%
Francais 3202	N/A	70.1%	N/A	72.4%	N/A	69.8%	N/A	73.1%
Math 3204	52.1%	58.9%	62.7%	58.0%	61.0%	58.2%	74.0%	59.4%
Math 3205	59.0%	74.9%	72.8%	75.3%	78.5%	77.9%	80.7%	76.4%
World History 3201	N/A	63.6%	N/A	61.5%	N/A	65.6%	N/A	67.1%
World Geography 3202	64.7%	63.2%	52.3%	58.8%	66.2%	64.4%	66.7%	65.7%
Histoire Mondiale 3231	N/A	65.8%	N/A	62.5%	N/A	63.0%	N/A	70.8%
Biology 3201	56.9%	58.4%	58.2%	60.7%	61.9%	60.5%	67.7%	62.4%
Chemistry 3202	56.0%	62.2%	63.0%	66.4%	59.5%	66.9%	72.0%	66.2%
Physics 3204	50.7%	67.2%	70.8%	65.5%	69.0%	70.8%	68.7%	71.6%
Earth Systems 3209	N/A	56.3%	N/A	56.0%	N/A	57.4%	N/A	59.6%
English 3201	64.3%	60.2%	69.7%	64.6%	57.8%	63.4%	60.4%	60.5%

GRADUATION STATUS

	08-09		09-10		10-11		11-12	
	School	Province	School	Province	School	Province	School	Province
Honours	9.5%	23.1%	13.5%	25.2%	3.6%	26.1%	29.6%	29.1%
Academic	33.3%	40.9%	43.2%	39.5%	46.4%	40.6%	18.5%	41.1%
General	57.1%	36.0%	43.2%	35.2%	50.0%	33.3%	51.9%	29.8%

School Development Plan 2012-2013

Goal 1: To promote academic achievement by developing and fostering 21st Century learners.

<p>Objective 1.1: Articulate to students what is expected academically with a focus on the consequences of their actions.</p>	<p>Objective 1.2: Articulate to parents what is expected academically in the home and school environment.</p>
<p>Strategies: 1.1.1 Separate assemblies for primary, elementary, junior high and senior high to communicate academic expectations. 1.1.2 Regular use of exemplars by teachers in classroom instruction 1.1.3 Teacher reminders of acceptable behavior 1.1.4 Consistent consequences (positive and negative) for ones actions 1.1.5</p>	<p>Strategies: 1.2.1 Update code of conduct 1.2.2 Email the code of conduct to all parents 1.2.3 Display code of conduct on a dedicated link on the main page of the school website 1.2.4 Promote a level specific parent meeting as an academic intervention (during first reporting period) 1.2.5 Teachers will provide exemplars to facilitate for home help as needed</p>
<p>Indicators of Success: 1.1.1 Assemblies completed 1.1.2 Teachers continue to use exemplars 1.1.3 Student’s exhibit more acceptable behaviors around the school 1.1.4 More people will follow the policy 1.1.5 Positive feedback from students</p>	<p>Indicators of Success: 1.2.1 code of conduct is updated 1.2.2 emails are sent 1.2.3 code of conduct is on the website 1.2.4 Positive feedback from parents 1.2.5 exemplars are provided</p>

Goal 1. Support Plan	
Financial	Professional Development/Time Required
1.1.1 \$500 for rewards	1.1.1 Time to update code of conduct 1.1.2 Time to prepare for assemblies and meetings

Goal 2: To promote wellness.

<p>Objective 2.1: Promote and educate students on Healthy Choices</p>	<p>Objective 2.2: Increase staff, student morale</p>
<p>Strategies: 2.1.1 – Get in dietitian to speak to student body regarding healthy choices 2.1.2 – Re-introduce Healthy Foods Friday (1 a month) 2.1.3 – Incorporate ‘Active Schools’ into daily instruction 2.1.4 – Reward system for healthy eating (k-6) 2.1.5 – Bring in guest speakers to address variety of healthy choices</p>	<p>Strategies: 2.2.1- Determine from staff where improvements need to be made 2.2.2 – Staff retreat 2.2.3 – Introduce a ‘Bronco Day’/Purchase funky school apparel 2.2.4 – More social activities for staff 2.2.5 – School Assemblies – Proud to be Bronco Day</p>
<p>Indicators of Success: 2.1.1 – Survey students to get stats on healthy eating choices 2.1.2 – Eat more healthy foods (survey) 2.1.3 – Frequency of teacher participation of program 2.1.4 – Bring in healthy foods on an on-going basis 2.1.5 – Feedback/questionnaire</p>	<p>Indicators of Success: 2.2.1 – Improvements implemented following staff feedback 2.2.2 – How many times you asked the bus to stop on the way back 2.2.3 – More kids demonstrating/participating in school activities/wearing Bronco apparel 2.2.4 –# of staff attending events 2.2.5 – School spirit shown at assemblies</p>

<p>Goal 2. Support Plan</p>	
<p>Financial</p>	<p>Professional Development/Time Required</p>
<p>2.1.2 – Purchase fruits/healthy foods 2.1.5 – Money available to get quality guest speakers</p>	<p>2.2.1 – Time to plan events</p>

Goal 3: To foster a safe and caring environment where parameters of behavior are communicated, understood, and followed by all stakeholders.

<p>Objective 3.1: A school-wide approach to positive interaction effectively promotes a safe, orderly and predictable environment for learning and teaching.</p>	<p>Objective 3.2: Parameters of behavior are communicated, understood, and followed by all stakeholders.</p>
<p>Strategies: 3.1.1 Teachers model behavior. 3.1.2 Highlight and reinforce positive student behaviors. 3.1.3 Promote immediate feedback for inappropriate behavior. 3.1.4 Avail of resource/models for use in the health curriculum (K-9, Hum Dyn, Ethics) as well as guest speakers. 3.1.5 Increase comment bank for behavioral comments 3.1.6 To avail of peer-mediation program.</p>	<p>Strategies: 3.2.1 To educate students on the policy (re: code of conduct). 3.2.2 To identify socially acceptable behaviors in society. 3.2.3 To identify socially acceptable behaviors in social media. 3.2.4 To avail of guest speakers (leaders in the community) 3.2.5 Encourage and identify student role models to promote positive behavior.</p>
<p>Indicators of Success: 3.1.1 Modeling 3.1.2 Teacher Feedback, Personal Development comments on K-6. 3.1.3 Incident Reports and suspensions will decrease 3.1.4 Teaching availing of new resources / guest speakers 3.1.5 Reinforce positive behavior through comments 3.1.6 Time to deliver the program</p>	<p>Indicators of Success: 3.2.1 Better Student Behavior 3.2.2 Observation 3.2.3 Critical Thinking Skills 3.2.4 Observation 3.2.5 Observation</p>

Goal 1. Support Plan	
Financial	Professional Development/Time Required
3.1.4 and 3.2.4 Money for Guest Speakers 3.1.6 Money for Peer Mediation Resources 3.1.4 Money for Teaching Resources	3.1.6 PD for Peer Mediation Program 3.2.3 PD on what is “Social Media” 3.1.5 Time allocated to development a comment bank for behavioral comments

Operational Issues for 2012-13

Operational Issue	Intended Action
Lobbying for more IRT time	
More Student Assistant time	
Schedule Common times (preps) for all subject areas & divisions	
Meeting with Chartwells regarding quality of food served	
Class size and make up	
Scheduling ensemble performance	
Technology upgrades	Purchase of Ipads, Elmos
New paved parking lot	
Buy skis, snowshoes	
Computer – to get TV's working	
TVs	
Sound in the cafeteria	
Purchasing healthy foods	
Motivational speakers	

Appendix A - Summary of School Fundraising

Baltimore School Fundraising

The following is a summary of all fundraising undertaken at Baltimore School during the 2011 – 2012 school year.

Baltimore School General Fundraising

#1	Norcard Catalogue	\$7,642.29
#2	Concerts	\$1,363.00
#3	Quilt Sale	\$ 497.67
#4	Computer Fund	\$1,500.00
#5	50/50 Fundraiser	\$1,437.97
#6	Ryane Clowe Jersey	<u>\$2,495.75</u>
Total		\$14,936.68

Recycling:	\$ 5,074.35
Grad Fundraising	\$ 9,578.24
Student Leadership	\$ 3,714.87
Varsity	<u>\$12,244.56</u>
	\$30,612.02

GRAND TOTAL **\$45,548.70**