

W. Edward Balmer Elementary School

Providing our Community
Quality Learning Experiences!

2008-2009: So Far

- **Additional Staff**
 - Grades 1, 3 and 4
 - Related Arts: Library and Computer Teachers
- **Title I Program**
 - Mathematics and Language Arts
 - Taking place during school hours
 - 3 Certified Teachers
- **Technology**
 - Computer Carts
 - Senteo Program
 - Tech. Staff Support
- **School Council**
 - School Improvement Plan
 - School Budget
 - After-School Program
- **Community Meetings**
 - Grades 2, 3 and 4
- **Northbridge Parent Teacher Association**
- **Grandparents/Special Person's Day**
- **Wal-Mart Teacher of the Year- Janet DeYoung**

2008-2009: Yet to come

- **MCAS Analysis-**
 - Professional Development Day, November 4, 2008
 - Strengths and Weaknesses
 - MCAS Improvement Plan
- **Bully Program**
 - December 9, 2008
 - Worcester County District Attorney's Office
 - Community Outreach Program
- **National Assessment of Educational Progress Test**
 - Reading, Mathematics and Science
 - Grade 4 Students Only
 - February 23, 2009
- **Coordinated Program Review**
 - Special Education
 - Civil Rights
- **National Association for the Education of Young Children**
 - Kindergarten Accreditation
- **Adopt New Reading Program**
- **Technology**
 - Teacher Websites

Where Do We Go From Here?

- **Additional Staff Members**
 - Classroom teachers- *Kindergarten, Grades 1 and 2*
 - Related Arts teachers
 - Adjustment Counselor
 - Title I support- *Grades 1 and 2 Mathematics*
- **Restore District Curriculum and Instruction Director**
- **Create a Professional Development Plan**
- **Improve technological capabilities**
 - Additional computer carts and smartboards
 - Additional support staff
- **Re-establish Multiage Program**
 - Grades 3 and 4
- **Create an After-School Program**
 - Academic support and enrichment based
 - Possibly start in Spring 2009



Conclusion

“Educating the Whole Child”

“When we commit to educating the whole child, we commit to creating learning environments by design that ignite and nurture the totality of each child’s multiple potentials; engage all the ways children come to know, experience and make sense of their world; invite and honor the power of their minds, and the power of their hearts, bodies, souls and spirits in learning; and integrate all the domains of knowledge—mathematics, science, wellness, the arts and humanities—into coherent, connected, dynamic and unified whole.”

“Educating the Whole Child: The Real Story of Wholeness and Belonging”, *Perspectives* Fall 2008. Massachusetts Association for Supervision and Curriculum Development.

Class Size Comparison

<u>Grade</u>	<u>2006-07</u>		<u>2007-08</u>		<u>2008-09</u>	
	<u>Students</u>	<u>Class Size</u>	<u>Students</u>	<u>Class Size</u>	<u>Students</u>	<u>Class Size</u>
Kindergarten	90	22.5	96	24	107	26.75
1	116	19.3	96	32	102	25.5
2	104	20.8	122	30.5	93	23.25
3	104	20.8	107	26.75	126	25.2
4	137	19.6	105	26.25	100	20
<i>Total</i>	551		512		528	