



School Growth Plan Beach Grove Elementary School 2010 - 2013

School Context:

Beach Grove Elementary School is situated in Tsawwassen, in the Delta School District. The population of 309 students ranges in grades from kindergarten to grade 7, with there being two half-day kindergartens in the 2010 – 2011 school year. The demographic is quite stable. Approximately 5% of the population is receiving support for English as a Second Language. Some of these students are a part of the International Student Population and are at the school for varying durations. Students who are identified as being Aboriginal make up less than 2% of the population.

With the school situated next to a park and a beach, there are numerous opportunities for outdoor education, including a Beach School Curriculum, and use of the dike for physical activity. The school participates in the “Action BC” school program to support each class in their Daily Physical Activity.

There are many extracurricular activities for students at Beach Grove to participate in, including a running club, sports teams, and reading and math competitions.

As targets for improvements in reading and writing were met or exceeded in the 2009/2010 school year, teachers felt that new goals, which linked to the topic of 21st century learning, should become the school focus. We used the 2010/2011 school year to create a common understanding, gather data and establish a baseline.

Goal 1: To support the growth of teachers and students learning in Educational Technology.

Objectives:

- To provide teachers and students with the tools and skills necessary to use new technologies to improve student engagement and achievement in all subject areas.
- To use the International Society for Technology in Education (ISTE) standards to provide the administrator, teachers and students with a way to assess areas in need of growth in teaching and learning through technology.

Rationale:

The Delta School District has supported the *Laptops For Learning* project, where each school was provided with portable laptop labs, and all teachers teaching grades 4 through 7 received laptops. Through various discussions, it became clear that while teachers and students had the hardware, they did not have the skills to teach and use this technology to its full potential. This goal had to begin with teachers self assessing areas in “teaching through technology” where they needed to develop their skills to more effectively teach their students and increase engagement. The ISTE standards were chosen as a tool to create an assessment for learning situation for teachers, students and the administrator.

Due to the demographics of our school, and the necessity for all students to be able to use technology responsibly and effectively, no particular group has been targeted for growth.

Data Sources Used in Developing the Rationale:

As this is a fairly new topic of discussion, the data source for the baseline data is limited.

- The ISTE standards for assessment
- Use of the portable laptop labs (frequency/ primary versus intermediate)
- Teacher observation

Specific Performance Targets (Expected Results):

The 2010-2011 school year, has been about developing an appropriate goal that meets the needs of teachers struggling to use technology effectively.

It is expected in the short term that we see the following growth:

- Teachers become familiar with the 5 Performance Indicators for Teacher Technology Education, and are able to move from “Beginning” to Developing in their teaching practice.
- Students should be able to recognize and self assess in the 6 Performance Indicators for Students (for this to be possible, teachers need to be confident in the use of the standards themselves).
- Every primary classroom will use the portable labs.

It is expected In the long-term (3+ yrs.) that we see the following growth:

- For all 13 teachers to be above the “developing” level in all in all Performance Indicators of the ISTE Standards.
- All students should be in the developing category or higher for all 6 Performance Indicators for Students.
- All classrooms, at least once in our biweekly rotation, will use the portable labs.
- In addition to school based technology hardware, students are using personal devices to support learning in the classroom.

Progress Towards Achievement of Performance Targets:

Baseline Data

- Teachers have self assessed on the ISTE standards with the following results:

Facilitate and Inspire Student Learning & Creativity:

Beginning: 10/ 12

Developing: 2/12

Proficient: 0/12

Transformative: 0/12

Design and Develop Digital-Age Learning Experiences & Assessments:

Beginning: 10/ 12

Developing: 2/12

Proficient: 0/12

Transformative: 0/12

Model Digital Aged Learning:

Beginning: 11/ 12

Developing: 1/12

Proficient: 0/12

Transformative: 0/12

Promote and Model Digital Citizenship and Responsibility

Beginning: 10/ 12

Developing: 2/12

Proficient: 0/12

Transformative: 0/12

Engage in Professional Growth and Leadership

Beginning: 11/ 12

Developing: 1/12

Proficient: 0/12

Transformative: 0/12

- Teachers in the intermediate grades are currently using the portable labs most of the time. Primary classes rarely use the labs, and when they do, it is usually in conjunction with a buddy class.

Action Plan:

- Teachers have self assessed their own teaching practice with the ISTE standards. New teachers will have the opportunity in the fall to self-assess.
- In the fall of the 2011/2012 school year, teachers will work together to create specific goals for themselves in relation to the standards.
- Teachers will create “buddy classes” according to levels of strength in technology abilities.
- Each staff meeting will have a technology component where teachers have the opportunity to focus on one of the performance indicators and share tools to support growth in this area.
- Additional “Tech lunches” will be held once a week for teachers to share ideas.
- In the winter of the 2011/2012 school year, teachers will introduce intermediate students to the ISTE standards and have them self assess.

Connection to the District Achievement Contract:

Both achievement and social responsibility can be easily linked to teaching through technology.

As technology continues to grow rapidly, our relationship with knowledge is changing. Information is easily accessible, and teachers are no longer the sole bearers of knowledge and information. For students to remain engaged in school and achieve in a fashion that will support their current and future lives, we must change the way in which we teach.

Digital citizenship opens the idea of being socially responsible to the world of technology. As the playground expands to the virtual world, teachers must address how to be appropriate and safe in the digital world. Technology is also a tool through which students can gain access to the larger global community and gain a better understanding of the needs of people living in other parts of the world.

Communication Strategies:

There are many ways to communicate our goals. If we want to see growth, it needs to be visually obvious (website, in classrooms, in planners) and have a place on all of the meeting agendas (staff meetings, PAC meetings).

Parental Involvement:

Parents have a clear role in guiding their children’s education. I will use the PAC, PAC newsletters and weekly school newsletters to inform parents of our growth. If parents become aware of the assessment tools we are using and our goals, they are more likely to support and guide their children in this learning.

Summary of School Goals (2010-2013):

To support the growth of teachers and students learning in Educational Technology.

Approval of School Plan

Signatures of School Planning Council:

Parent: _____

Teacher: _____

Parent: _____

Principal: _____

Parent: _____

[Student]: _____

Date approved by SPC _____

Board Approval:

Superintendent: _____

Board Chairperson: _____

Date approved by School

Board: _____

District Goals (2010 - 2011):

Goal 1 – Student Achievement

To raise the individual achievement of academically *at-risk* students in reading and mathematics

Goal 2 – Social Responsibility

To have students behave in a socially responsible manner demonstrating respect for themselves, others, and their environment.