Vancouver School Board

SCHOOL PLAN

2012-2013

It is our collective responsibility as a school district to ensure the highest quality learning experiences for all students, with a focus on student engagement, learning and development in a safe, inclusive environment.

Jamieson Elementary School

June 2012

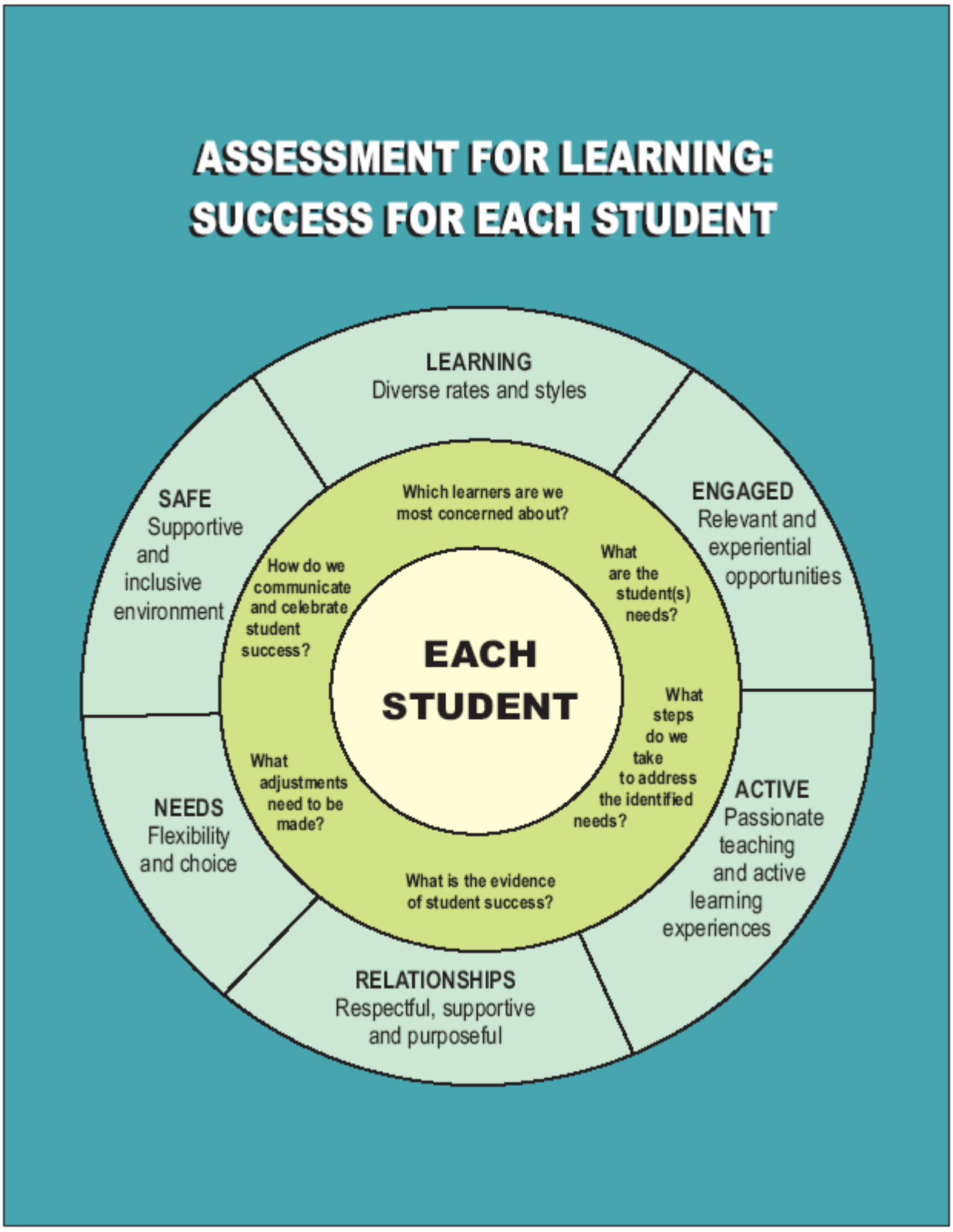
MISSION STATEMENT

SCHOOL GOAL(S)

The 2011-2012 school year did not present opportunities for the collaboration that is essential to quality school planning. Nor was there a systematic collection of data to inform decisions. As a result, there will be little change to the School Plan for 2012-2013.

1. **Goal 1: To promote healthy living.**
2. **Goal 2: To focus on using Technology as a tool to support learning.**

Goal 2: To


ASSESSMENT FOR LEARNING:
SUCCESS FOR EACH STUDENT
LEARNING
Diverse rates and styles
ENGAGED
Relevant and experiential opportunities
ACTIVE
Passionate teaching and active learning experiences
RELATIONSHIPS
Respectful, supportive and purposeful
NEEDS
Flexibility and choice
SAFE
Supportive and inclusive environment
Which learners are we most concerned about?
What are the student(s) needs?
What steps do we take to address the identified needs?
What is the evidence of student success?
What adjustments need to be made?
How do we communicate and celebrate student success?
EACH STUDENT

SCHOOL COMMUNITY CONTEXT

What are the demographics of our learning community?
Who are our learners?
What is our vision of success for learning for each student?

SCHOOL COMMUNITY CONTEXT

Dr. Annie B. Jamieson Elementary School is located in an upper middle socio-economic community on the west side of Vancouver. The school enrolls approximately 460 students. 19 languages are spoken by families in the Jamieson community. About 54% of the students have a home language that reflects usage other than English, with approximately 40 % of students receiving second language support. In terms of gender representation the total student population is equally divided. A number of families have one parent working and living in Asia. About 40% of our Kindergarten students have little or no English when they arrive. Jamieson has a few international students, most of whom are from Korea.

There is strong parent support for school and Parent Advisory Council initiatives. The PAC leads fund-raising initiatives to support Jamieson's diverse school programs and to enrich learning experiences for students, while maintaining opportunities in the areas of fine arts, athletics and technology. Our PAC sponsored school lunch program held three times a week, focuses on food offerings that meet the provincial standards for healthy foods.

Currently, program offerings at Jamieson include the largest elementary Strings Program as well as the only intermediate Mandarin Bilingual Program in the district. Approximately 260 intermediate students participate in the Strings Program. There is a strong performance component tied to the Strings program. 140 students participate in the intermediate Mandarin Bilingual Program. Students who choose to continue their Mandarin studies do so at Eric Hamber Secondary School.

Annie B. Jamieson offers a range of sports and extra-curricular activities. In addition to two regular physical education classes per week, extracurricular sporting activities for intermediate students often includes cross country, volleyball, basketball, badminton, ultimate and track and field teams.

Other extracurricular opportunities include the Playground Buddies (peer helpers), Student Leadership Spirit Teams, Library Monitors, Student Announcers, Choir and Advanced Strings Orchestra – by audition. Both Choir and the Advanced Strings Orchestra perform many times across the year. The Advanced Strings Orchestras participate in festival competitions. Additionally, after school programs are offered in a range of areas such as drama, science, cooking and art. Student leaders from a neighboring secondary school often

lead a range of after school activities. (E.g., cooking, arts and crafts, chess, and piano)

Our Code of Conduct is based on a foundation of **Respect**: Respect for Self; Respect for Others; Respect for our Community. We try to provide opportunities for students to take on leadership roles, to make contributions to our school community and to constantly broaden their understanding of the many ways we can demonstrate respect for each other.

The Jamieson staff is committed to fostering student academic growth and achievement and enjoys working with parents as partners in education. The teaching staff works together on a regular basis to plan for ways of supporting and enhancing student learning. Our Resource teachers work cooperatively to discuss student needs and to select resources that will best support academic goals. Each year, classes present displays of their research and present to audiences comprised of students, staff and parents. All staff work and plan together to enhance student learning and to share professional dialogue.

Teachers are active in supporting school goals and professional development. Additionally, the staff plans for ways to foster social responsibility in the school, community and globally.

REFLECTIONS ON 2011-2012 SCHOOL PLAN

What was our goal?
What steps did we take to address the identified student(s) needs?
What was the evidence of success for each student?
How did we communicate and celebrate student success?

During the 2011 – 2012 academic year, we had two goals.

Goal #1:
To promote healthy living.

Over the course of the school year, we continued to observe student participation levels of physical activity and fitness, particularly during the unstructured times in which students self-select their play activities. We continued to promote school-wide fitness celebrations and welcomed parents to observe or participate. An example of this would be our Cross Country running, Jump Rope For Heart, and the Terry Fox run. We continued to sponsor school-wide teams such as Cross Country, Basketball and Volleyball. Rotating student leaders were used for 'warm ups' in front of the school population for events. The students selected to be leaders were representative of the many who might not try out for athletic teams. We continued to notice increased numbers of students joining teams. We promoted student involvement and success via a morning announcement board in the front foyer, notices on the front bulletin board, e-mail notices to families and student led announcements in the morning.
All participating students were recognized individually and by team in 'recognition assemblies'. The community was always encouraged to participate in these gatherings. School-wide, our students continued to focus on activities in gym class that could be incorporated into choices for family recreation. We maintained school-wide tennis lessons, utilizing instructors from outside the school. We held special recognition assemblies to honor students for their participation and accomplishments.

In the primary classrooms, we continued to focus on activity breaks, during the instructional portion of the day. Our ideas for these breaks came from work done with Action Schools and shared staff development work done by all primary teachers, focusing on music and physical activity in the classroom. This allowed us to observe improvements in balance, stretching and to a degree, cardio. We constantly reviewed equipment needed to extend the variety of playtime options for outside breaks (recess and lunch) and to enhance the physical education program offerings. We have had a very successful introductory year in which the children maximized use of the new primary and intermediate playgrounds. It is noteworthy that there is a range of equipment for: stretching; flexibility; upper body strength and balance. We have observed many more students engaged in physical activity and fewer children engaged in sedentary activities (e.g. cards); however, we have not yet had the opportunity to quantify observations with data.

We continued to have students focus on: throwing with control, pull-ups, push-ups, sit-ups, endurance and running in gym classes and continued to observe similarities and differences in age groups and gender splits.

We continued to consider ways to make our school a healthier learning environment. We had already agreed on healthy food options; the ongoing discussion was around the growing numbers of students eating healthier food options. With respect to a school-wide focus on healthy eating, individual classrooms shared work with families, focusing on food choices and ratings of how often foods should be chosen – being very clear about choices that fall into the 'limited' or 'seldom' range. All staff maintained vigilance in observing the eating habits of students.

For Playground Leaders, the emphasis was on the encouragement and re-direction of younger students with respect to play options and choices. Attention was given to the numbers of students 'moving' versus those opting to select activities while sitting or staying still.

Overall, we found that we were comfortable with instructional portions of our Health and Career Education program, specific to nutrition, personal safety and decision making. We found that greater balance had been achieved with the food items being offered in the school and that increasingly, over time, students were making healthier choices. We continue to feel that there is room for improvement in terms of supporting, improving and sustaining physical fitness. Our observations indicate that this portion of our promotion of healthy living needs to be an ongoing goal for the coming year.

During the fitness testing (May 2011), it was apparent that students were in need of further development of their arm, chest and upper back strength. Some students who maintain a full athletic calendar outside of school and others who demonstrate low body fat and capacity, stood outside the generalizations; however, upper body strength remained a weakness for many. The assessment portion did not take place during the 2012 year and therefore, is a goal to be continued next year.

Part of our planning considerations might include the need for shared commitment in doing a circuit of push-ups, sit-ups and pull-ups, as well as the other exercises we incorporate into our physical education classes and physical activity breaks.

Goal # 2:
To focus on using Technology as a tool to support learning.

A number of objectives were considered during this initial year of focusing on using technology as a tool to support student learning. It was very important to move forward in steps that not only included all staff but in ways that encouraged and promoted some to take on leadership roles supporting others in their learning. (A respectful acknowledgement that staff were comfortable working in different ways, with ranges of experience and skill.) We continue to need to: garner an understanding of teacher capacity using technology as a tool; to offer opportunities for internal and external mentoring opportunities in defined areas (E.g., SmartBoard); to share our personal learning in professional conversation and to collaboratively build a set of targets and skills for the various grades, (Scope and Sequence), with staff commitment that each teacher would work towards achieving the described skills while working with his/her students during the coming year, (2012 – 2013).

We spent time sharing this information, as well as describing general levels of experience and skill that our students appeared to demonstrate in generalized grade groups, under guided instruction but are still in the early stages of this work.

During our baseline year, we met as a staff, we met in grade groups, we set up internal mentoring sessions (a beginning); we attended professional staff development sessions as a whole staff; some staff attended professional development sessions as part of self-directed individual study (always done in pairs or more) and we hosted little chunks of in-school training to review material covered in pro-d sessions. Our Technology Committee grew in membership, with representation of primary, intermediate and resource teachers. Use of our computer lab grew until it was consistently fully booked on timetable. During Student Led Conferences, a few classes demonstrated their work utilizing technology as a tool (SmartBoards in the library and lab) in their personal portfolios of work – shared with parents. During this past year (11-12), individual teachers attended pro-d focusing on technology and select staff made themselves available to mentor colleagues. We now need to gather exchanges of information through group and whole staff meetings to outline our progress and set targets. Our work on reviewing and refining our Scope and Sequence targets continues. Our work on extending the use of SmartBoards continues. We are working in the early stages of this goal. The use of technology as a tool is broadening. We take joy in having students learn to do specific skills that by their own description and response, reflects new achievements. We are delighted to have students take on new project work in the content subject areas and to demonstrate their work to others. We need to continue with frank discussion talking about the paradigm shift in how we view the learning that needs to be done in order to effectively use technology as a tool versus how younger children merely consider technology to be a way of connecting, communicating and learning in their world. It remains an important goal for us to continue working towards during the coming school year.	

2012-2013 SCHOOL PLAN

***Based on our assessments and evidence, we are adjusting and refocusing our School Plan to continue to address the needs of the identified learners by*:**

GOAL #1

- To promote Healthy Living for our students, with a particular emphasis on physical fitness. (This is a continuing goal.)

Objectives

- To continue to develop upper body strength in all students.

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- To maintain a balanced focus in the PE programs on flexibility, endurance, balance and cardio.

What steps are we planning to address the needs of the identified learners?

i.e. What strategies and structures do we believe will lead to student success (LEARNS)?

- To increase the amount of time given during school based instruction that targets the development of upper body strength.
- To consider a range of options for the selection of playground equipment that will include portions that foster building upper body strength.
- To share news with our community about our fitness targets (bulletin boards and news bulletins)
- To continue with school-wide primary commitment of daily physical activities set to music.
- To continue promoting physical recreation activities within our physical education programs,
- To invite community members to be part of running (endurance), skipping (running and endurance) school-wide events and to consider an open house where students could lead parents through activities focusing on balance, flexibility (yoga), endurance, strength and cardio.
- To monitor and support the numbers of materials that can be borrowed at recess and lunch.

What will be our assessments and evidence of student success?

- To observe more children moving and less children sitting during free time.
- The degree of full participation in our school-wide events.
- Survey of students regarding selection of physical recreation activities.
- Teacher observation of the impact that movement breaks in the classroom make for the learners.
- School-wide fitness testing

- <u>Push-ups</u>:

- The testing targets set during the 2010 – 2011 school year were arranged into separate categories of achievement. .(E.g., 1-5 / 6 – 10 / 11 – 15 / 16 – 20 / 21 –

25 / 26 – 30) From the results achieved (separated by grade and gender), we were able to determine where the general average fell.

- A target would be to have fewer students in the 1-5 category and to improve the other results by 2% or greater.

- Pull-ups:

- The testing targets set during the 2010 – 2011 school year were arranged into separate categories of achievement. (E.g., 0 / 1 – 3 / 4 – 6 / 7 – 9 / 10 – 12 / 13 – 15) From the results achieved (separated by grade and gender), we were able to determine where the general average fell. Considering the nature of the activity, heavier scrutiny was given to the intermediate grades. It is interesting that although weak in general, the students who were significantly weakest were those who demonstrated weakness in upper body strength during the 2009 – 2010 school year. It is clear that we will need to measure our progress during the 2012/2013 year.
- Our target would be to have fewer students demonstrate being unable to do a pull-up.

- Sit-ups:

- The testing targets set during the 2010 – 2011 school year were arranged into separate categories of achievement. (E.g., 1 – 7 / 8 – 15 / 16 – 22 / 23 – 30 / 31 – 37 / 38 – 45) From the results achieved (separated by grade and gender), we were able to determine where the general average fell. 4 students in intermediate grades were able to exceed the top target. 26 of our intermediate aged students fell into the first category (1 – 7). 70 of our primary students fell into this same category.

- Our target would be to have fewer intermediate students demonstrating outcomes in the bottom category of achievement (1 – 7).

- Our target would be to have fewer primary students demonstrating outcomes in the bottom category of achievement (1 – 7) and to improve outcomes by 2 – 5 %.

Based on our assessments and evidence, how do we plan to monitor, reflect on and adjust, where necessary, our impact on the learning of each student(s)?

- We plan to make an increased effort to work together to address target areas. Cooperative planning time will need to be set aside to make this happen.
- We plan to maintain or expand our daily movement program.
- We will monitor our progress, in grade group meetings, mid-year and year-end

and adjust our activities and plan accordingly, to support student progress and improvement.

How will we communicate and celebrate student success?

- Publish information about our various accomplishments and attempts to improve via news bulletins, the front hall 'good news' board (written daily) and post visuals on our PAC news and community information bulletin boards.
- Recognize and celebrate individual students and groups at regular recognition assemblies.
- Publish articles about our targets in the community newsletter.

How will we engage all members of the school community to ensure sustainability of student success?

- Share student surveys with families.
- Invite parents to join us in featured activities and events.
- Share fitness results with parents.
- Talk at PAC meetings about our choices of physical recreation activities that we incorporate into our physical education classes.
- Have a spirit day in which all students share a fitness activity at home – just as they would home reading.

***Based on our assessments and evidence, we are adjusting and refocusing our School Plan to continue to address the needs of the identified learners by*:**

GOAL # 2

- **To focus on using Technology as a tool to support learning.**

Objectives

- To monitor teacher capacity using technology to support instruction.
- To continue offering support and in-school mentoring opportunities.
- To share learning and planning time together on professional development days.
- To commence analyzing use of our scope and sequence of skills, across all grades.

What steps are we planning to address the needs of the identified learners?

i.e. What strategies and structures do we believe will lead to student success (LEARNS)?

- To continue noting specific skill levels demonstrated by students as we commence working from our Scope and Sequence (draft) document.
- To provide release time for mentoring.
- To utilize instructional partnerships for observation and practice, whenever possible.
- To meet in common grade groups to review whether or not targets for skills set by grade are appropriate and to re-prioritize expectations accordingly.
- To meet in common grade groups to respond to committee recommendations for software or hardware purchases.
- To continue to use non instructional days to support our learning and thus, support our students.
- To expand upon shared sessions with parents.
- Ongoing SmartBoard training and use of document cameras.

What will be our assessments and evidence of student success?

- Demonstration of particular skills under guided instruction.
- Demonstration of particular skills – independently. (E.g., Reporting Conferences)
- Observations of independent use of technology as a tool.
- Expanded lists, over time, of all the ways students are using technology, that are shared with our parent community.
- Measurement of our movement towards the utilization of technology as a tool via: presentations, power point; graphing; searches; the creation of web sites and basic applications – in addition to standard expectations of keyboarding.
- Making our targets in our draft Scope and Sequence of skills known to our parent community, so that there is a shared understanding of what we're trying to achieve and encourage with the various age groups of students.
- Use the sections from our Scope and Sequence : Technology Productivity Tools; Technology Communication Tools; Technology Research Tools and Technology Problem-Solving Tools for assessment and data collection, to indicate how we're doing in various goal areas of our Scope and Sequence of skills.

- The **Scope and Sequence** is developed with six key areas:

- Basic operations and concepts
- Social, Ethical and Personal Uses
- Technology Productivity Tools
- Technology Communication Tools
- Technology Research Tools
- Technology Problem-Solving and Decision Making Tools.

This is a draft document that does not yet address future issues that would need to considered in a wireless environment that are aligned with notions of personalized learning. (E.g., hand-helds (iPads / Pods) – promoting the use of WebQuests / when the use of hand-helds would be introduced / how hand-helds would promote personalized learning / using sources such as Google Docs to set up lessons & assignments/ less use of texts and paper / having students respond electronically / prioritizing needs for "instant feedback"/ creating and using blogs . We recognize that we need to start important exchanges of information about working in a wireless environment with 21st century learners. Undoubtedly, there will be future goals in this area.

Responding to this document will define our beginning steps.

K - 1

Basic Operations and Concepts

- ✓ Turn on/ turn off
- ✓ Learn and memorize user name and password
- ✓ Use mouse-point, click, double click, drag
- ✓ Use keyboard for data input
- ✓ Learn names of basic parts—keyboard, mouse, monitor, tower

Social, Ethical, and Personal Uses

- ✓ Respect privacy of other users
- ✓ Share and cooperate with other users of technology
- ✓ Know and follow the Rights and Responsibilities outlined in user agreement (password, webcat, bookflix)
- ✓ Post basic safety rules in the lab in K/1 language

Technology Productivity Tools

- ✓ Produce an onscreen image

- ✓ Use letters on keyboard and develop left/right hand awareness
- ✓ Sign in/sign out library books
- ✓ Kidpix, Starfall, Spelling City
- ✓ Begin to use Webcat for searching for books
- ✓ Introduce the use of Webcat to check account

Technology Communication tools

- ✓ Sharing ideas, images, or age appropriate writings on screen
- ✓ Kidpix: Introduce saving a document
- ✓ Buddy writing/ use of SmartBoard (teacher and child)

Technology Research tools

- ✓ Use teacher selected website
- ✓ Use age appropriate media to gather data or information in Webcat and digital library
- ✓ Use of Starfall and Bookflix

Technology Problem-Solving and Decision-Making Tools

- ✓ Use computer for solving problems and making informed decisions

Grades 2 - 3

Basic Operations and Concepts

- ✓ Start/create new documents with various software (Open Office / SmartBoard etc.)
- ✓ Save documents in personal “My Documents” folder (Desktop to My Documents)
- ✓ Use right and left hands on keyboard appropriately
- ✓ Know and use the Windows minimize, maximize commands
- ✓ Be able to move windows around screen,
- ✓ Use basic cut, copy, paste operations
- ✓ Learn appropriate handling of media: CD’s, DVD’s, USB storage units

Social, Ethical, and Personal Uses

- ✓ Decide appropriate situations to use a computer vs using another tool or solution (internet, book, power-point, SmartBoard)
- ✓ Become aware of balancing technology use/time with other activities such

as reading, active play and outdoor activities – with a focus on balancing time

Technology Productivity Tools

- ✓ Write/save/and publish personal writings – e-mail (USB sticks for home printing)
- ✓ Know/understand how to add clip art to documents
- ✓ Become independent and master signing into Webcat personal account

Technology Communication tools

- ✓ Sharing ideas, images, or age appropriate writings on screen
- ✓ Introduce SmartBoard Notebook

Technology Research tools

- ✓ Select websites from teacher generated list for research purposes
- ✓ Learn basic skills for conducting searches
- ✓ Continue development of Webcat use searching for books using call #'s and World Book Kids
- ✓ Introduction to Culture Grams program in Webcat digital library for studies on Canadian provinces

Technology Problem-Solving and Decision-Making Tools

- ✓ Use computer for solving problems and making informed decisions (e.g. weather/current events)
- ✓ Start investigating usefulness/appropriateness of using technology in given situations

Grade 4

Basic Operations and Concepts

- ✓ Begin formal keyboarding—all keystrokes with correct fingers
- ✓ Learn to restart computer when frozen (ctrl, alt, del)
- ✓ Create folders, nest folders, name folders, and organize My Documents folder
- ✓ Name and organize documents
- ✓ Use Alt-Tab keying sequence to navigate between documents and applications
- ✓ Use the Find and Replace function of the computer in personal work

- ✓ Use Spell Check function as an aid not as an authority
- ✓ Learn use of Save and Save As commands
- ✓ Learn correct sequence of word processing—*enter with keyboard and then format with mouse: enter all data edge left and save; format document for titles, indents, font, styles, colour*
- ✓ Remember to save and save often
- ✓ Learn to create headers/footers to identify work
- ✓ Introduce shortcuts using the keyboard (e.g., F keys) instead of icons
- ✓ Introduce responsible use of printers
- ✓ Learning to save to different peripherals (e.g. VSB)
- ✓ Creating back-up files

Social, Ethical, and Personal Uses

- ✓ Use and keep user name and password confidential
- ✓ Begin to understand the responsible use of computers
- ✓ Balance use of technology with other activities
- ✓ Introduce how to ethically use information from the internet (e.g. cut and paste for research) exploring using sources for information and ideas versus plagiarism

Technology Productivity Tools

- ✓ Edit, rewrite, and save multiple versions of documents to demonstrate progress in writer's process
- ✓ Select printer on network; send documents to printer
- ✓ Begin to do page format changes in documents
- ✓ Introduce the operation school digital camera with teacher assistance
- ✓ Introduce downloading images into personal My Documents folder

Technology Communication tools

- ✓ Send & retrieve email from school
- ✓ Begin collaborative projects with other students
- ✓ Introduction to Notebook 10 and creating interactive presentations

Technology Research tools

- ✓ Use Yahooligans/Google to search for appropriate web sites for information
- ✓ Use Jamieson "Links" page to search for information

- ✓ Use VSB webcat to search for library materials understanding collection codes and call #'s
- ✓ Introduce VPL website to search for additional materials for class projects
- ✓ Use Webcat digital library: introducing World Book online, Canadian Encyclopedia and Oxford Dictionaries

Technology Problem-Solving and Decision-Making Tools

- ✓ Begin to compare materials found on-line with materials found in Library
- ✓ Begin to evaluate usefulness of materials found in searches
- ✓ Begin to identify purposes for which technology is most effective

Grade 5

Basic Operations and Concepts

- ✓ Consolidate formal keyboarding—all keystrokes with correct fingers working to improve speed and accuracy
- ✓ Use Page Setup dialogue to modify margins, orientation and centering
- ✓ Consolidate correct sequence of word processing—*enter with keyboard and then format with mouse: enter all data edge left and save; format document for titles, indents, font, styles, colour*
- ✓ Save different versions of work with identifying names
- ✓ Consistently use headers/footers to identify work

Social, Ethical, and Personal Uses

- ✓ Develop strategies for confidentiality and safe use of the internet
- ✓ Evaluate responsible use of technology
- ✓ Know about copyright and public domain items
- ✓ Balance appropriate use of technology with other activities
- ✓ Awareness of responsible use of social networks
- ✓ Introduce the notion that the Internet can pose a threat (Our students are using MySpace/Xanga/Facebook etc. even though we are not using these social networks at school.)
- ✓ Continue to focus on how to ethically use information from the internet (e.g. plagiarism/ cut and paste utilized in research)

Technology Productivity Tools

- ✓ Use Insert to place clip art in documents

- ✓ Learn and use various formatting tools for Word Processing
- ✓ Use “undo” function to correct errors
- ✓ Learn indenting, hanging indent and effective use of fonts, enhancements (bold, italic & drawing tools)
- ✓ Begin to make simple presentations with Power Point
- ✓ Use basic drawing tools for enhancing presentation

Technology Communication tools

- ✓ Use webmail to send and retrieve email from school and home
- ✓ Learn to use attachments to send work back and forth to school
- ✓ Effectively collaborate on projects with other students
- ✓ Examine the issues of chat software (ex. MSN)
- ✓ Learn to create distribution lists
- ✓ Extend the introduction to Notebook 10 and creating interactive presentations using the SmartBoard

Technology Research tools

- ✓ Use Google Scholar or other engines to search for appropriate information
- ✓ Use Jamieson “Links” page to search for and evaluate information
- ✓ Introduce comparing results of websites found with Yahooligans and Yahoo / Google search engines
- ✓ Use VPL website to search for additional materials for class projects
- ✓ Increase proficiency in using VSB Webcat Digital Library: World Book online & Culture Grams
- ✓ Introduce: Canadian Encyclopedia, Vancouver Sun and Province Newspapers and Atlas of Canada
- ✓ Introduce: Webcat – Video and More menu: Digital Books & Image Gallery

Technology Problem-Solving and Decision-Making Tools

- ✓ Begin large group Web Quest projects
- ✓ Learn trouble shooting strategies for solving computer related problems
- ✓ Continue to examine purposes for which technology is most effective

Grade 6

Basic Operations and Concepts

- ✓ Consolidate formal keyboarding—aim for 30+wpm
- ✓ Begin to use Explorer tool in Windows for retrieving, moving and identifying files
- ✓ Consistently use correct sequence of word processing—*enter with keyboard and then format with mouse: enter all data edge left and save; format document for titles, indents, font, styles, colour*
- ✓ Begin to use peripherals, (scanner, digital cameras, portable storage devices)
- ✓ Learn to compress files and folders into Zip format
- ✓ Learn to copy and paste info from one application to another
- ✓ Learn about file formats (.doc, .txt, .pdf etc)

Social, Ethical, and Personal Uses

- ✓ Consistent use of strategies for confidentiality and safety using the internet
- ✓ Begin to examine authenticity on the Internet
- ✓ Evaluate information found on web searches
- ✓ Continue to examine that the Internet can pose a threat (e.g. cyber-bullying)
- ✓ Consider the accuracy and biases of personal web pages and online diaries
- ✓ Continue to examine the ethical issues of free access to unfiltered information
- ✓ Balance use of technology with other activities

Technology Productivity Tools

- ✓ Use tables in word processing
- ✓ Learn and use more sophisticated formatting tools for Word Processing (borders, shading, text boxes, graphics from other applications)
- ✓ Learn “format painter” tool for modifying format of documents
- ✓ Learn simple graphics software to modify and enhance pictures and photos (resize, rotate, crop)
- ✓ Make presentations with Power Point adding animations, sound and elements form word processor and graphics software
- ✓ Learn the basic use of a simple spreadsheet
- ✓ Create charts and graphs using Excel

Technology Communication tools

- ✓ Consistently use web mail to send and retrieve email from school and home with compressed attachments
- ✓ Effectively collaborate on projects with other students
- ✓ Continue to explore the issues of chat software (communicating from relative

isolation, anonymity, lack of human affect in communicating online)

- ✓ Use of Notebook 10
- ✓ Interactive presentations

Technology Research tools

- ✓ Use Google Scholar or other search engine for narrowing down information
- ✓ Use Jamieson "Links" page to search for and evaluate information, suggest sites and report problems
- ✓ Use bookmarks to keep a record of useful web sites
- ✓ ERIC search
- ✓ Develop awareness of different search engines
- ✓ Webcat:
    - o Using the Webcat Digital Library: the use of EBSCO databases; Oxford Dictionaries Online; Canadian Biography
    - o Continue use of Culture Grams, World Book Online and Newspapers Online
    - o In Video and More menu: use of image galleries and digital books

Technology Problem-Solving and Decision-Making Tools

- ✓ Independently complete Web Quest projects
- ✓ Consolidate Trouble Shooting strategies for solving computer related problems
- ✓ Continue to examine purposes for which technology is most effective

Grade 7

Basic Operations and Concepts

- ✓ Minimum requirement for keyboarding- 30+ wpm
- ✓ Consistently use Explorer tool in Windows for retrieving, moving and identifying files
- ✓ Use more than one application at a time to complete work
- ✓ Effectively use peripherals, (scanner, digital cameras, portable storage devices)
- ✓ Consistently use compressed files and folders into Zip format
- ✓ Convert file formats

Social, Ethical, and Personal Uses

- ✓ Effectively examine authenticity on the internet
- ✓ Demonstrate knowledge of current changes in information technologies and the effect those changes have on individuals and societies
- ✓ Exhibit legal and ethical behaviours when using information and technology and discuss consequences of misuse
- ✓ Balance use of technology with other activities
- ✓ Awareness that the Internet can pose a threat (e.g. cyber bullying)

Technology Productivity Tools

- ✓ Use effective layout on word-processed documents
- ✓ Synthesize Word Processing, Presentation and Graphics software to create effective output
- ✓ Effectively use graphics software to create own images, modify existing pictures and save in various forms (jpeg, gif)
- ✓ Create simple web pages with text, images and links
- ✓ Make multi-media presentations using independently created images, sounds from various sources and elements from a variety of applications
- ✓ Effectively use spreadsheet for examining statistical data

Technology Communication tools

- ✓ Use telecommunications to collaborate, publish and interact with peers, experts and other audiences
- ✓ Articulate the issues of chat software (communicating from relative isolation, anonymity, lack of human affect in communicating online)

Technology Research tools

- ✓ Use more advanced search options on various search engines for narrowing down information
- ✓ Examine various web sites on a topic and create own “links” page with links to other web sites that match selected criteria
- ✓ Continue proficient use of tools available in all Webcat menus
- ✓ Use of “Videos” in “Videos and More” menu
- ✓ Continue use of EBSCO database

- ✓ Introduce “Canadian Points of View” Reference Centre

Technology Problem-Solving and Decision-Making Tools

- ✓ Create Web Quest projects
- ✓ Create simulations and electronic examples to communicate ideas
- ✓ Continue to examine purposes for which technology is most effective

Based on our assessments and evidence, how do we plan to monitor, reflect on and adjust, where necessary, our impact on the learning of each student(s)?

- Focus on assessment for learning so that we move along a continuum of acquired skills towards independence.
- Direct instruction followed by demonstration of specific skills.
- Where possible, focus on work that embeds the use of technology as a tool.
- Grade group meetings to discuss, monitor and adjust expectations for skill acquisition from implementation through to mastery.
- Grade group meetings to share professional discussion and whole group meetings to adjust our school planning.
- Survey students for feedback and opinion.

How will we communicate and celebrate student success?

- Work displayed.
- Project work shared with the community.
- Open House: (E.g., Our Library: To broaden the general community understanding that the library is not just about text materials.)
- Information via newsletters.
- Recognition Assemblies.

How will we engage all members of the school community to ensure sustainability of student success?

- Frequent sharing of our work on bulletin boards, mini messages and notes in our school-wide student planners.
- Special news bulletins written about particular skills or equipment and the application of skills.
- Incorporating “tool applications” learned into homework assignments in the intermediate grades.
- Encourage electronic communication from PAC to community and school to community, whenever possible.

Click here and type in the Name of your School

Submitted by School Planning Council

	(name)	**(Signature)**
Principal	_____	_____
Teacher	_____	_____
Parent	_____	_____
Parent	_____	_____
Parent	_____	_____
Student	_____	_____
Date	_____	

Recommended Approval by Superintendent

	_____ (Superintendent)	_____ (Signature)
Date	_____	

Board Approval

	_____ (Board Chair)	_____ (Signature)
Date	_____	