

THREE-YEAR FSL PLAN (2021-2024) *Due December 3rd, 2021*

Name of Board: Renfrew County Catholic District School Board			
FSL Contact: Heidi Fraser	Title: Superintendent of Educational Services	Telephone: 613-735-1031	Email: hfraser@rccdsb.edu.on.ca

FSL PROVINCIAL GOAL 1: INCREASE STUDENT CONFIDENCE, PROFICIENCY, AND ACHIEVEMENT IN FSL

District School Board Baseline Data (Areas of Greatest Need)	District School Board Goal(s)	Planned Progress to Achieve Goal(s)		
		Year 1 (2021-22)	Year 2 (2022-23)	Year 3 (2023-24)
Increased oral language proficiency of CORE and Extended French students (Grades 1 to 8)	<i>75% of all Grades 1 to 7 CORE French students will reach a B+ or higher report card grade in oral language achievement.</i>	65%	70%	75%
	<i>80% of all Grades 1 to 3 Extended French students will reach an A- or higher report card grade in oral language achievement.</i>	70%	75%	80%
	<i>75% of all Grade 8 CORE French students will successfully meet the “look-fors” for niveau A2 as according to the CEFR.</i>	65%	70%	75%
Increased student confidence in speaking French (Grades 4-8)	<i>65% of our Junior/Intermediate CORE French students will identify as feeling confident in speaking French by 2024.</i>	50%	60%	65%
Increase student achievement in French (Grades 9-12)	<i>Students in Grades 9-12 Extended and CORE French will demonstrate increased achievement in FSL as outlined through report card data.</i>	Mean: 78%	Mean: 80%	Mean: 82%
Increase the alignment of IEP goals, modifications and accommodations in language arts with FSL.	<i>Student IEP goals, modifications and accommodations in FSL will align with language arts goals, modifications and accommodations where student need is identified.</i>	80%	90%	100%

District School Board Goal(s)	Planned Actions and Target Audiences		
	Year 1: 2021-2022	Year 2: 2022-2023	Year 3: 2023-2024
<p>75% of all Grades 1 to 7 CORE French students will reach a B+ or higher report card grade in oral language achievement.</p> <p>80% of all Grades 1 to 3 Extended French students will reach an A- or higher report card grade in oral language achievement.</p> <p>75% of all Grade 8 CORE French students will successfully meet the “look-fors” for niveau A2 as according to the CEFR.</p>	<p>Action #1: Gather all baseline report card data for Grades 1-7 CORE French students in February 2022 and adjust goals if needed.</p> <p>Action #2: Support CORE French teachers with resources, technology and professional development to increase teacher confidence and pedagogy.</p> <p>Action #3: Assessing a sample size of Grade 8 students to gather baseline data on their ability to reach the A2 “look-fors” as identified in a CEFR based assessment.</p>	<p>Action #1: Gather all report card data for Grades 1-7 CORE French students in February 2023 to monitor targets.</p> <p>Action #2: Ongoing professional development, alignment of resources with CEFR to increase teacher confidence and pedagogy.</p> <p>Action#3: Teacher survey to determine ongoing needs and areas of growth.</p> <p>Action #4: Assessing a sample size of Grade 8 students to gather baseline data on their ability to reach the A2 “look-fors” as identified in a CEFR based assessment to monitor targets.</p>	<p>Action #1: Gather all report card data for Grades 1-7 CORE French students in February 2024 to monitor targets.</p> <p>Action #2: Ongoing professional development, alignment of resources with CEFR to increase teacher confidence and pedagogy.</p> <p>Action#3: Provide ongoing opportunities for students to be engaged in authentic French language and cultural activities and excursions.</p> <p>Action #4: Assessing a sample size of Grade 8 students to gather baseline data on their ability to reach the A2 “look-fors” as identified in a CEFR based assessment to monitor targets.</p>
<p>65% of our Junior/Intermediate CORE French students will identify as feeling confident in speaking French by 2024.</p>	<p>Action #1: Administer a survey to our Grades 4-8 students to determine their perceived confidence level in speaking French. Use results to inform practice, pedagogy and next steps.</p>	<p>Action #1: Administer a survey to new Grade 4-8 students in our Board.</p> <p>Action #2: Re-administer survey to Grades 4-8 students who did not express feeling</p>	<p>Action #1: Administer a survey to new Grade 4-8 students in our Board.</p> <p>Action #2: Re-administer survey to Grades 4-8 students who did not express feeling confident in speaking French from last year’s results.</p>

		confident in speaking French from last year's results.	
Students in Grades 9-12 Extended and CORE French will demonstrate increased achievement in FSL as outlined through report card data.	<p>Action #1: Gather report card data from Grades 9-12 FSL courses offered at our high schools.</p> <p>Action #2: Continue the process of providing students with the opportunity to take the DELF for assessment.</p>	<p>Action #1: Gather report card data to determine if the mean achievement has increased and inform next steps.</p> <p>Action #2: Continue to send students for DELF assessment opportunities.</p> <p>Action #3: Provide opportunities for FSL teachers to become/renew "correcteurs" for the DELF.</p> <p>Action #4: Explore the opportunity for 1 or 2 FSL teachers to become "formateurs" for the DELF.</p>	<p>Action #1: Gather report card data to determine if the mean achievement has increased and inform next steps.</p> <p>Action #2: Provide opportunities for all Grade 12 Core and Extended students to take the DELF assessment.</p>
Student IEP goals, modifications and accommodations in FSL will align with language arts goals, modifications and accommodations where student need is identified.	<p>Action #1: Principals and Vice-Principals will receive a presentation at a leadership team meeting to discuss strategies to begin the implementation of FSL teachers as a part of the IEP process.</p> <p>Action#2: FSL teachers will examine IEPs and current assessments to determine if goals, modifications or accommodations are necessary for French.</p>	<p>Action #1: All French teachers have the opportunity to share input in the development of the IEPs.</p> <p>Action #2: IEPs are reviewed by the Special Education team to ensure FSL input is involved.</p> <p>Action #3: Ensure that all FSL teachers have access to or have received a copy of the IEP.</p>	<p>Action #1: All French teachers are part of the development of IEPs.</p> <p>Action #2: Monitor that appropriate accommodations and modifications are in place for Special Education students to have the opportunity to take FSL past Grade 9.</p>

	Action #3: Ensure appropriate accommodations and modifications are in place for Special Education students to have the opportunity to take FSL past Grade 9.	Action #4: Monitor that appropriate accommodations and modifications are in place for Special Education students to have the opportunity to take FSL past Grade 9.	
--	---	---	--

FSL PROVINCIAL GOAL 2: [INCREASE THE PERCENTAGE OF STUDENTS STUDYING FSL UNTIL GRADUATION](#)

District School Board Baseline Data (Areas of Greatest Need)	District School Board Goal(s)	Planned Progress to Achieve Goal(s)		
		Year 1 (2021-22)	Year 2 (2022-23)	Year 3 (2023-24)
Increase the number of CORE and Extended Academic and Applied levelled students continuing to take FSL courses past Grade 9.	<i>Increase the number of students taking Extended or CORE (Academic or Applied) French in Grade 10 from 21% to 33% by 2024.</i>	25%	29%	33%
	<i>Increase the number of students taking Extended or CORE (University or Open) French in Grade 11 from 14% to 21% by 2024.</i>	16%	18%	21%
	<i>Increase the number of students taking Extended or CORE (University or Open) in Grade 12 from 13% to 20% by 2024.</i>	15%	18%	20%

District School Board Goal(s)	Planned Actions and Target Audiences		
	Year 1: 2021-2022	Year 2: 2022-2023	Year 3: 2023-2024
Increase the number of students taking Extended or CORE (Academic or Applied) French in Grade 10 from 21% to 33% by 2024.	<p>Action #1: Provide increased opportunities for students to study FSL past Grade 9 through continued implementation of Extended French courses, creative timetabling and independent work-study options.</p> <p>Action #2: Provide ongoing opportunities for students to be engaged in authentic French language and cultural activities and excursions.</p> <p>Action #3: Ensure appropriate accommodations and modifications are in place for Special Education students to have the opportunity to take FSL past Grade 9.</p>	<p>Action #1: Evaluate successes and areas of need for our Extended French courses and timetabling options for FSL courses.</p> <p>Action #2: Administer a survey to Grade 9 students to gain student voice on ways to engage them in FSL and encourage them to continue studying FSL.</p> <p>Action #3: Provide ongoing opportunities for students to be engaged in authentic French language and cultural activities and excursions.</p> <p>Action #4: Monitor that the appropriate accommodations and modifications are in place for Special Education students to have the opportunity to take FSL past Grade 9.</p>	<p>Action #1: Evaluate FSL program needs at both our secondary schools to determine the accessibility of FSL courses and flexibility of timetabling.</p> <p>Action #2: Provide ongoing opportunities for students to be engaged in authentic French language and cultural activities and excursions.</p> <p>Action #3: Monitor that the appropriate accommodations and modifications are in place for Special Education students to have the opportunity to take FSL past Grade 9.</p>
Increase the number of students taking Extended or CORE (University or Open) French in Grade 11 from 14% to 21% by 2024.	<p>Action #1: Provide increased opportunities for students to study FSL past Grade 10 through continued implementation of Extended French courses, creative</p>	<p>Action #1: Evaluate successes and areas of need for our Extended French courses and timetabling options for FSL courses.</p>	<p>Action #1: Evaluate FSL program needs at both our secondary schools to determine the accessibility of FSL courses and flexibility of timetabling.</p>

	<p>timetabling and independent work-study options.</p> <p>Action #2: Provide ongoing opportunities for students to be engaged in authentic French language and cultural activities and excursions.</p>	<p>Action #2: Administer a survey to Grade 10 students to gain student voice on ways to engage them in FSL and encourage them to continue studying FSL.</p> <p>Action #3: Provide ongoing opportunities for students to be engaged in authentic French language and cultural activities and excursions.</p>	
<p>Increase the number of students taking Extended or CORE (University or Open) in Grade 12 from 13% to 20% by 2024.</p>	<p>Action #1: Provide increased opportunities for students to study FSL past Grade 11 through continued implementation of Extended French courses, creative timetabling and independent work-study options.</p> <p>Action #2: Provide ongoing opportunities for students to be engaged in authentic French language and cultural activities and excursions.</p>	<p>Action #1: Evaluate successes and areas of need for our Extended French courses and timetabling options for FSL courses.</p> <p>Action #2: Seek ways to creatively timetable (in secondary schools) to ensure students are not having to juggle electives and compulsory courses, at the peril of FSL.</p> <p>Action #3: Provide ongoing opportunities for students to be engaged in authentic French language and cultural activities and excursions.</p>	<p>Action #1: Evaluate FSL program needs at both our secondary schools to determine the accessibility of FSL courses and flexibility of timetabling.</p> <p>Action #2: Provide ongoing opportunities for students to be engaged in authentic French language and cultural activities and excursions.</p>

FSL PROVINCIAL GOAL 3: [INCREASE STUDENT, EDUCATOR, PARENT, AND COMMUNITY ENGAGEMENT IN FSL](#)

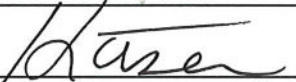

District School Board Baseline Data (Areas of Greatest Need)	District School Board Goal(s)	Planned Progress to Achieve Goal(s)		
		Year 1 (2021-22)	Year 2 (2022-23)	Year 3 (2023-24)
Increase parent and school community engagement and involvement in FSL.	<i>Increase parent and school community engagement and involvement in FSL. Virtually showcase student successes in FSL (Facebook, Twitter, Board website).</i>	Madawaska Family of Schools	Renfrew Arnprior Family of Schools	Pembroke Petawawa Family of Schools
Increase teacher engagement opportunities in FSL.	<i>Continue to provide opportunities for teachers to engage in FSL professional development based on individual needs assessment.</i>	Needs-based	Needs-based	Needs-based
Increased teacher retention in FSL. Based on P/VP conversations, many of our CORE FSL teachers have asked for assignments outside of French at one point. HR data shows that 17% of FSL positions are filled with unqualified FSL teachers.	<i>Increase overall teacher retention in core FSL with those who are qualified in FSL across our Board.</i>	83% of all FSL positions are filled with qualified FSL teachers	86%	89%

District School Board Goal(s)	Planned Actions and Target Audiences		
	Year 1: 2021-2022	Year 2: 2022-2023	Year 3: 2023-2024
Increase parent and school community engagement and involvement in FSL. Virtually showcase student successes in FSL (Facebook, Twitter, Board website).	Action #1: Work collaboratively with teachers and parents to promote and celebrate FSL across the Board. Support teachers with social media platforms to showcase FSL for parents.	Action #1: Work collaboratively with teachers and parents to promote and celebrate FSL across the Board. Support teachers with social media platforms to showcase FSL for parents.	Action #1: Work collaboratively with teachers and parents to promote and celebrate FSL across the Board. Support teachers with social media platforms to showcase FSL for parents.

	<p>Action #2: Work collaboratively with teachers to provide parents with strategies and resources to support their children at home in French.</p> <p>Action #3: Work with our FSL teachers, P/VP team to have monthly newsletters/media releases for each of our schools highlighting FSL.</p>	<p>Action #2: Work collaboratively with teachers to provide parents with strategies and resources to support their children at home in French.</p> <p>Action #3: Work with our FSL teachers, P/VP team to have monthly newsletters/media releases for each of our schools highlighting FSL.</p>	<p>Action #2: Work collaboratively with teachers to provide parents with strategies and resources to support their children at home in French.</p> <p>Action #3: Work with our FSL teachers, P/VP team to have monthly newsletters/media releases for each of our schools highlighting FSL.</p>
Continue to provide opportunities for teachers to engage in FSL professional development based on individual needs assessment.	Action #1: Administer a needs assessment survey to FSL teachers to determine areas of need and engagement levels.	Action #1: Re-administer a needs assessment survey to FSL teachers to determine areas of need and engagement levels.	Action #1: Re-administer a needs assessment survey to FSL teachers to determine areas of need and engagement levels.
Increase overall teacher retention in FSL across our Board.	<p>Action #1: Provide teachers with resources as outlined in needs assessment to help increase job satisfaction and retention in FSL.</p> <p>Action #2: Work with P/VP team to provide strategies and resources on how to support FSL teachers. (FSL Program for EOSDN - modules to support P/VPs in recruitment and retention of FSL teachers).</p>	<p>Action #1: Continue to provide teachers with resources as outlined in needs assessment to help increase job satisfaction and retention in FSL.</p> <p>Action #2: Continue to work with P/VP team to provide strategies and resources on how to support FSL teachers.</p>	<p>Action #1: Continue to provide teachers with resources as outlined in needs assessment to help increase job satisfaction and retention in FSL.</p> <p>Action #2: Continue to work with P/VP team to provide strategies and resources on how to support FSL teachers.</p>

Consultation (With whom did you consult to create this plan? How is their input reflected in the plan?)	FSL Principal Lead (Amy Sicoli) FSL Special Assignment Teacher (Nadia Shoemaker) Principals and Human Resources, Senior Administration
Sharing of the Plan (How and with whom will the plan be shared during its implementation?)	The plan will be shared with FSL teachers across the Board. Professional Development/Resources as based on Teacher needs assessment.
Monitoring (What plans are in place for ongoing monitoring?)	Regular meetings between Heidi, Amy, Nadia. Regular checkpoints with Principals to monitor teacher/student engagement at our schools. Data collection through report cards, CEFR assessment, surveys and course enrollment.

Note: Annual dialogues with ministry staff, and a final report to be submitted in 2023-2024, will focus on outcomes of actions and progress towards meeting school board goals for FSL.

Sign-off for Three-Year FSL Plan			
Approved by:	 Heidi Fraser	Superintendent responsible for FSL	Date: Dec 2/21
Approved by:	 Mark Searson	Director of Education	Date: Dec 2, 2021