

**A FRAMEWORK FOR FRENCH AS A SECOND LANGUAGE, KINDERGARTEN TO GRADE 12**

**"Students in English-language school boards have the confidence and ability to use French effectively in their daily lives."**

**3-YEAR PLAN  
DUE DECEMBER 13, 2013**

**Name of Board: Peel District School Board**

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**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 (2014-15)	Year 2 (2015-16)	Year 3 (2016-17)
74% of Grade 9 Core French students took and passed Grade 9 Core French over the past 3 years	Increase the percentage of students taking Core French in grade 9 and completing the credit by 6% (from 74% to 80%) by June 2017.	1%	2%	3%

District School Board Goal(s)	Planned Actions and Target Audiences		
	Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Increase the percentage of students taking Core French in grade 9 and completing the credit by 6% (from 74% to 80%) by June 2017.	Provide professional learning opportunities for Grades 7-9 Core French teachers focusing on increasing student engagement in Core French using authentic oral communication activities.	inquiry based learning	

**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)	Year 1 (2014-15)	Year 2 (2015-16)	Year 3 (2016-17)
26% of students who started grade 1 French Immerison in 2008 transfered from the French Immersion program to the English program between grades 1 to 6.	Decrease the percentage of French Immersion students transfering from the French Immersion program to the English program between grades 1 to 6 by 5% (from 26% to 21%) by June 2017.	1%	1%	3%

District School Board Goal(s)	Planned Actions and Target Audiences		
	Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Decrease the percentage of French Immersion students transferring from the French Immersion program to the English program between grades 1 to 6 by 5% (from 26% to 21%) by June 2017.	Organize a board team to develop and administer a survey to determine reasons why students transfer from French Immersion to English track from grades 1 to 6.	Provide professional learning for Grade 1 to 6 French Immersion teachers focusing on Differentiated Instruction, Differentiated Assessment, Comprehensive Literacy, the Gradual Release of Responsibility and Descriptive Feedback to increase student achievement.	Involve Grade 1 to 6 French Immersion teachers in job-embedded PD (CIL_LFI) focusing on teacher moderation using student samples to provide Descriptive Feedback to students

**FSL PROVINCIAL GOAL 3: INCREASE STUDENT, EDUCATOR, PARENT, AND COMMUNITY ENGAGEMENT**

District School Board Baseline Data (Areas of Greatest Need)	District School Board Goal(s)	Year 1 (2014-15)	Year 2 (2015-16)	Year 3 (2016-17)
23% of secondary Core French students took more than 1 French credit beyond the Grade 9 compulsory credit between Grades 10-12.	Increase the percentage of secondary students taking more than 1 Core French credit beyond the Grade 9 compulsory credit by 5% (from 23% to 28%) by June 2017.	1%	1%	3%

District School Board Goal(s)	Planned Actions and Target Audiences		
	Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Increase the percentage of secondary students taking more than 1 Core French credit beyond the Grade 9 compulsory credit by 5% (from 23% to 28%) by June 2017	Organize a board team to develop and administer a survey to determine reasons why secondary students continue or do not continue with the study of French in Peel District School Board.	Based on the results of the survey provide professional learning opportunities for Grades 7-9 Core French teachers focusing on increasing student engagement in Core French using authentic oral communication activities.	Integrate the use of technology in FSL classrooms to connect French to student life in authentic, meaningful ways.

Notes:

Annual dialogues with ministry staff, and a progress report to be submitted in 2016-2017, will focus on outcomes of actions and progress toward meeting school board goals for FSL.

Although Year 1 of the plan is 2014-15, boards have the flexibility to begin actions in 2013-14.

**Sign-off for 3-Year FSL Plan**

Approved by:	(Superintendent responsible for FSL)	Date:
Approved by:	(Director of Education)	Date: