

Mid-Year Progress Update Conversation 2009-2010  
French-language Boards: Synopsis of Comments

**Part A: Board Improvement Plans K to 12**

**Progress in meeting SMART Goals**

- Majority of boards indicated making “considerable” progress in literacy
- Majority of boards indicated making “considerable” progress in numeracy
- A third of the boards indicated making “considerable” progress for pathways
- More than half of the boards indicated “considerable” progress for community, culture and caring
- A quarter of the boards indicated making “considerable” progress for institutional vitality

**Literacy**

- Boards are mainly focused on data analysis at the classroom/school/board and provincial levels
- Data is being used for establishing SMART goals, identifying at risk students/reducing gaps/tracking and monitoring student achievement, and to target interventions
- A number of boards are comparing/analyzing EQAO data with results on school tests
- Most boards are using GB+ and DRA for diagnostic assessments
- Some boards are analyzing “français appliqué” data
- Intra and inter board sharing and harmonizing of best practices is occurring in PLCs, networks, hubs
- Most boards are using the TCLP process
- One board attained the provincial standard in Grade 3 reading
- Three boards attained the provincial standard in Grade 6 reading

**Numeracy**

- Boards indicated a need for diagnostic instruments in numeracy
- To answer this need a numbers of boards are developing in house mathematical tasks
- Many boards are using a collaborative inquiry/problem solving teaching and learning approach
- Some boards are seeking alignment of the Grade 6 to Grade 10 curriculum
- Boards are using data to close gaps and for targeting interventions
- Teacher training in, and implementation of, differentiated instruction and cooperative learning
- Intra and inter board sharing and harmonizing of best practices is occurring in PLCs, networks, hubs
- Some boards are purchasing numeracy resources – manipulatives, Smart boards
- One board met the provincial standard in Grade 3 mathematics
- Nine boards met the provincial standard in Grade 6 mathematics

- The pass rate for the EQAO Math Assessment in Grade 9 applied and academic is low

### **Pathways**

- Most boards are particularly focussed on Grades 6 to 8 student transition
- Some parents are concerned on number of course offerings
- Many boards found student profiles helpful
- Boards have completed awareness training on the various pathways
- A number of boards are doing data analysis on absenteeism and drop out rates
- Some boards offer personalized timetables and pathways for each student

### **Community, culture and caring**

- Boards find the services of *l'aménagement linguistique* very useful: community activities, student's council, improv league, Grade 7 & 8 leadership camps
- Professional learning activities include cultural pedagogy, cultural awareness sessions
- Boards are Implementing AAA along with the equity and inclusive engagement initiative
- Boards are conducting student surveys for identity-building
- Religious education is a focus in Catholic boards
- A number of boards referenced breakfast programs for students in high poverty areas
- Boards are offering anti-drug/anti-smoking/bullying programs
- Some boards have created partnerships with daycare centres

### **Institutional vitality**

- Main priority for boards is recruitment and retention of students
- Economic hardship experienced in the North is having an impact on the recruitment and retention of staff
- Boards indicated a need to maintain/monitor student engagement
- Boards are recruiting "les ayants-droits" (persons having the constitutional right to attend French-language schools) and recent immigrants families
- Boards have established enrolment targets and are analysing their enrolment data
- Boards are studying the reasons why students change schools
- Boards commented on the challenges associated with servicing immigrant families
- Many boards commented on the positive impact of the Admission, accueil et accompagnement (AAA) policy and how it provided increases opportunities – expansion of kindergarten, "les comités accélérées"
- Boards indicated a need to find ways to better welcome and support immigrant families
- Boards indicated a need for recruitment strategies for "les ayants-droits"
- Boards indicated a need for teacher training to welcome and support parents – provide workshops in English for English speaking parents

- Boards continue to share recruitment and retention strategies – summer camps for new students, strengthening links with feeder schools

## **Part B: Politique d'aménagement linguistique K - 12**

### **Section 1: Initiatives K - 6**

#### **OFIP**

- The majority of boards do not have OFIP 1 and 2 schools including Schools in the Middle. There is some progress in the boards that have OFIP schools however, two boards indicated less progress than expected.

#### **OFIP Tutoring**

- Boards and parents like this initiative
- Generally, boards are offering tutoring opportunities in all their schools
- Boards commented on the lack of available tutors especially from post secondary institutions
- One board is using secondary students as tutors
- Tutors are mainly working with students with special needs and ALF students
- Some boards are using tutoring funding for homework clubs

#### **Tutors in the classroom**

- Boards greatly appreciated this initiative and recommended that it continue
- The demand is greater than the supply of tutors
- For some boards scheduling is an issue
- Many boards indicated that they would like to use the funding for after school tutoring programs

### **Section 2: Initiatives 7 – 12**

#### **Differentiated Instruction**

- Majority of boards indicated implementation of DI

#### **Use of DI facilitators and resources**

- Majority of boards indicated the use DI facilitators and resources.

#### **Professional Learning in Numeracy**

- Training sessions in differentiated instruction and explicit teaching
- Use of coaches
- One board referenced using the collaborative inquiry approach

#### **Professional Learning in Literacy**

- Training sessions in differentiated instruction and explicit teaching
- Use of coaches
- Curriculum alignment grades 7 to 10
- Boy's literacy
- Harmonization of teacher practices

### **Save a Credit Programme**

- Boards indicated that this program was more important than the Credit Recovery program
- Some boards commented on scheduling issues

### **Credit Recovery Programme**

- Available in all boards, however, the number of students recovering credits is decreasing
- Obstacles to the programme include – student attendance, transportation, funding, staffing
- Program can cause a delay in credit accumulation

### **Student Voice**

- Most boards have a variety of projects already in place – “Exprime-toi”, CMEC, FESFO, MHO committees, PAJO
- Most boards are somewhat aware of the 9 indicators

### **Specialist High Skills Major**

- Most boards are at an awareness stage and looking at possibilities
- Some boards commented on the amount of work required
- Some boards are considering on-line options
- Some boards are starting to build community partnerships

### **Cooperative Education**

- Boards are offering Coop during the school year, after school hours, weekends, 2<sup>nd</sup> semester, and on line
- Some boards find that the program is difficult to coordinate and some have experienced union issues
- A number of boards target students for entry into the program

### **Dual Credits**

- Almost all boards are participating in the program
- One board can only offer on line credits
- Some boards have developed partnerships with colleges and universities
- One board claimed that the program promoted student retention
- One board claimed that the program reduced the number of students in Coop

## **Section 3: Professional Learning K – 12**

### **School Effectiveness Framework**

- Majority of boards indicated that the SEF provided a “considerable” or “some support” to elementary and secondary schools.
- A few boards are conducting self-evaluations at the secondary level

- A few boards have common evaluation tasks at the elementary and secondary level

### **Reducing Gaps**

- Boy's literacy continues to be a priority in most boards both at the elementary and the secondary level
- Boards are having difficulties identifying students for the ALF/PANA program
- One board is having difficulties identifying aboriginal students
- Most boards are tracking the progress of their students with special needs
- Many boards are using an 'intervention pyramid'
- A number of boards indicated a need for technological support/devices and training (Kurzweil for example) to better support students with special needs

### **Leadership Capacity Building**

- Boards are providing training sessions on instructional leadership, the leadership framework
- Boards are also using job-embedded learning
- Boards are harmonizing/sharing best practices using face-to-face meetings, PLCs, networks (principals)
- New principals are being mentored
- Boards have implemented succession planning
- Some boards referenced the support provided by the Leader to Leader initiative
- Superintendents are attending CODE conferences for their professional learning
- Many boards referenced the Leading Student Achievement provincial initiative

### **Teacher Capacity Building**

- Professional learning is occurring at board PD workshops/days with an increasing amount of job-embedded learning
- Teachers are sharing best practices through PLCs and networks
- Most boards have coaches and promote modelling

### **Professional Learning Communities/Networks: Board-Level Activities**

- Majority of boards are engaged in both elementary and secondary PLCs and networks
- A few boards indicated their participation in a hub
- Participants included school improvement teams, divisional teams, collaborative inquiry teams
- Networks consisted of families of schools, groups of superintendents, groups of principals, Schools in the Middle, OFIP schools

### **Professional Learning Communities/Networks: Provincial-Level Activities**

- Networks included – Schools on the Move, inter board (example: OFIP schools), MISA Consulting Committee, Student Success, and Learning for all K – 12.

### **Comments on how the Student Achievement Division can support the work of boards**

- A number of boards expressed their appreciation for the opportunity to dialogue with ministry officials
- Some boards appreciated our availability to answer questions
- Boards requested better alignment of ministry projects and initiatives (reducing contradictions amongst divisions)
- Boards requested a reduction in the number of ministry reports/initiatives
- A few boards mentioned a desire to continue K - 12 board planning
- Boards indicated a strong desire for the tutoring program to continue
- A number of boards indicated a need for a common data management tool
- Some boards would like ministry support/training in making predictions
- A board requested that the TCLP be adapted for secondary
- Some boards indicated a need for better Grade 7, 8 and 9 resources
- A few boards would like the Ministry to allocate board funding earlier in the year so that they may plan accordingly
- A board requested that the Ministry reduce the number professional learning activities so that teachers are out of the classroom less often