

TOPIC	Personal and Social Responsibility for online students	AW Math 11 Final Assessment	Working with Grade 9/10 - increase number of students entering trades/Dual Credit	Residential schools, Racism, Stereotyping	SS11 exam Prep	MATH Basic Timetable fact coming out of grade 7																								
MEMBERS	Jeff Verkley Heather Corman	Dave Weiss Crosby Mtawali	Steve Claassen Karla Lasota Heather Reidle Ken Erikson Laura Commins	Dave Miller Ken Lees	Julian Ferguson Tim Krutzmann	Ross Jamieson Shannon Tran																								
INQUIRY QUESTION	How can an English 12 unit address the development of Personal and Social Responsibility for online students?	We are hoping to improve student engagement towards the end of the course.	Can the Careers and Counseling departments identify students that are hands on and trades bound kids at a Grade 9/10 level and by working with and supporting them through work experience, programming choices, career counseling, etc into their grade 12 year, see if we can increase the number of students that apply to or enter into trades programs in their final year or first year of college.	Using culturally significant text to increase awareness/understanding/empathy	Will an exam preparation resource package enhance student success on the provincial SS11 standardized test	How do we avoid taking time out of our own curriculum grade 8,9 and 10 but still drill it (multiplication) and help remedy the problem of low/lack of skills in basic multiplication skills?																								
DATA	So far no online En 12 courses have a unit that explicitly addresses Personal and Social Responsibility.	We will gather data based on engagement and project completion when it happens	<p>Percentage of Students entering Dual Credit - Trades and Academics</p> <table border="1"> <thead> <tr> <th></th> <th>2010-2011</th> <th>2011-2012</th> <th>2012-2013</th> <th>2013-2014</th> <th>2014-2015</th> </tr> </thead> <tbody> <tr> <td>Percent of Grad Class</td> <td>N/A</td> <td>2%</td> <td>8%</td> <td>10%</td> <td>13%</td> </tr> <tr> <td>Trades</td> <td>N/A</td> <td>2%</td> <td>4%</td> <td>6%</td> <td>7%</td> </tr> <tr> <td>Academics</td> <td>N/A</td> <td>0%</td> <td>5%</td> <td>4%</td> <td>7%</td> </tr> </tbody> </table>		2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Percent of Grad Class	N/A	2%	8%	10%	13%	Trades	N/A	2%	4%	6%	7%	Academics	N/A	0%	5%	4%	7%	Personal responses, Q and A	To be determined by the results of the June 2015 provincial exam in comparison to the exam results of January 2015. The January exam writers did not have this resource	Obtaining data throughout terms 1,2,3,4 from our grade 8 classes. Obtaining data from drill/skill mini quizzes of a repetitive nature.
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PROGRESS/FINDINGS	We are developing a unit that gets students away from their computers and into the world to interact, interview and record the thoughts and feelings of others for the benefit of others.	Crosby will be trying it out at the end of the semester to see if there are any more "bugs" to be worked out.	<p>We have been working as a group to "target students" that we feel might be interested. Students were specifically placed into the "Skills Exploration 10-12" course that we offered semester 2. These students were mainly grade 10 and 11 students. We are also recruiting students for "Try-a-Trade" leaders where grade 9 - 11 students help out with the district grade 7 elementary kids running through a trades awareness program at Sandwick. These grade 9 - 11 students are exposed to several trades. In addition, we actively try and setup students for work experience when they express interest in working in the trades.</p> <p>We are finding through active recruitment and working with students, especially grade 10's, that more students are signing up than ever before for ACE IT. We are also finding more and more Secondary School Apprentices as well (Students who are already working in a job with a red seal trades person). It must be stressed that these are kids that are expressing interest and are candidates only. Time will tell in their grade 11/12 years and if course programming allows them to complete an ACE IT program.</p>	Awareness, Empathy, Connections, Resilience	All terms and their corresponding definitions have been finalized and we are currently working on examples of exam visuals, ie. maps, graphs and cartoons.	We are compiling data as we go and will have a much more exact and concise reporting structure towards the end of June possibly into July/August 2015.																								

TOPIC	Physical Activity Impact on Learning ,behaviour and social skills. Prepare students to comfortably access all community based fitness activities	Staff Mentorship Program	Enhancing Personal and Social Learning in Physical Education	Student Work Habit Emphasis	iPads	Communication 12 Assessment
MEMBERS	Beth Perry Beth Bradley Nancy Walowina	Ken Errico Amber MacLeod Lee McCall Brian Stevens	Rob McMath Richard Murphy Dillon McRae	Warren Colegrave Jeff Verkley Heidi Zirkl	Lyse Fortin, Ed Walker, Sabrina Lloyd, Jennifer Gordon	Dale Monks and Amber MacLoed
INQUIRY QUESTION	Will regularly scheduled physical activity improve learning outcomes, behaviours and social skills in students both now and in the future?	Will an in-house teacher mentor program that addresses teacher stress lead to a positive impact on student success?	Does implementing student self-assessment in the Personal and Social Responsibility domain enhance learning?	How can we emphasize/improve student work habits through our reporting, and have students take more ownership of their work habits?	Will the use of iPads increase student learning (those with IEPS)?	Will revised assessment practice increase student success while decreasing student workload?
DATA	Students' ability to focus for longer periods and stay in class longer following physical activity block. Compare and contrast with a non-physical activity block. Record changes in behaviour and social skills.	After discussions with Mr. Dawson our initial ideas and thoughts of stressful situations that could be easily eliminated were confirmed	Student Results, Teacher observations	We generated a criteria based work habits rubric (we - Jeff and I - presented it to Darren, who has a copy). The rubric has two equal components - a self evaluation component and a teacher evaluation component.		Students handed in few of the build up assignments but over time realized the importance of them to succeed on the required assignments.
PROGRESS/FINDINGS	<p>Positive outcomes recognized and measured by staff regarding students</p> <p>Improved peer support and friendships being forged students getting together outside of school to take part in physical activities and to spend time together</p> <ul style="list-style-type: none"> -improved personal hygiene -increased physical activity both in and outside of school students walking to school and each other's homes -improved school attendance for many students who are now attending 100% from less than 1/2 time -improved self regulation both during the fitness program and during other classes - increased comfort in community activities -increased knowledge of community based programs that will be available to students for the rest of their lives -increased and improved interaction with public <p>Future goals</p> <ul style="list-style-type: none"> -2 block fitness program - include activities in Comox and CFB Comox -Opportunity to learn to ride city transit as these students will qualify for free use of this service at adulthood - include all PREP students - prepare and distribute information to students for free community access programs following graduation such as free Easter Seals 	<p>Currently, we are using Ontario's and Alberta's mentorship packages as a guide</p> <p>We are in the process of creating a Mentor Binder that will act as a helping hand to new teachers/hires in our school</p> <p>We are creating an outline for monthly meetings that will be held to help new teachers/hires transition smoothly and with less stress to the Vanier environment</p> <p>We are collecting data from one of our new teachers (Dave Dawson) regarding the stress/frustrations that he encounters during the day</p> <p>We have reached out to Craig Mitchel who heads up the mentoring program for the Maple Ridge / Pitt Meadows school district. He has agreed to be a sort of meta-mentor for us and try and answer any questions about the process we might have.</p> <p>We are establishing a timeline – when to link mentors to mentees</p> <p>We are brainstorming the unique environment at Vanier (a list to help new teachers understand our culture)</p> <p>We have created a list of “important knowledge” that will aid in the transition to our school.</p> <p>We have asked members from departments to be an “acting mentor” for this year</p> <p>P.E. -Richard Murphy Sciences – Jason Arsenault Shops - Chris Armstrong SS – Andrew Young Math - Dave Weiss English - Dale Monks</p>	Assessments were too infrequent and not used to direct further instruction. Students needed more practice in self assessing and more opportunities to receive feedback on their self assessing.	I am hoping to pilot it this semester with my grade 8 class. I will introduce the rubric to my class in the next week or so, and then keep the results. Then I will do it again at the end of the year and see if the process improves specific work habits in my students.		Teacher marking load decreased. Student success levels remained the same or improved. Needs further tweaking and investigation.

Access card, free pass to pools and rec centre programs
 - prepare students to be comfortable and have a desire to access community based fitness programs for life
 Activities students take part in weekly
 - bowling, swim twice a week, (Courtenay) pickle ball(Cumberland) , trail walks (seal bay, comox and other) , wifi fitness, riverside fitness park, regional district gym, squash and racket ball

TOPIC	Increase Student Learning Through Responsibility	GPS units in Social Studies	Chemistry 12 Lab Kits	Art Starts	Applied Skills – Culture Change	Girls Group	ISP English and Social Studies	Reporting Student Learning & the Scholantis Portal	Student Online Access to Class Notes	Business Computer Simulations
MEMBERS	Ilene Yeomans, Myrna Boorman, Matt Bourget	Andrew Young, Heidi Zirkl, Warren Colegrave	Jason Arsenault, Crystal Gaudry	Lori Mazey, Lisa Williams, Brad Smith	Dave Randall, Jared Cloutier, Chris Armstrong	Laura Commins, Rosanne Lyster	Helen Oliphant, Victoria Mulroney, Heather MacLoed	Chris Wulff, Christophe Abele, Dave Ingram	Teresa Devereaux	Paul and Tracy Rebitt
INQUIRY QUESTION	Will student learning increase if they are taught to take responsibility for their own learning on a daily basis?	Will the use of hands-on exercises with GPS units increase student learning and engagement?	Will the use of a number of lab kits will increase hands on learning and improve student engagement?	Use of Art Starts grant to develop students play writing skills with a professional director.	Will allowing students ownership of one area of the school increase their engagement in Art and the culture of their school?	Will a small girls group focussed on improving basic academic skills and organization improve their school success?	Will students on our Graduation Programs benefit from specifically targeted English 10 and SS 10 ISPST instruction?	Will the new Scholantis Portal and My Site feature improve the ability to report student learning to parents?	Will student online access to class lecture notes improve student learning?	Will the use of computer simulations enhance business and budgeting courses and units?
DATA		PLC members need to take ownership of implement the lessons using GPS units.	Students enjoyed the lab kit days and the choice they had in labs. Parents expressed thanks and interest when contacted about the PLC activities. Student engagement increased.	Drama students met and planned a play with a recognized Art Starts director. Students' play writing and directing skills were enhanced with the experience.	Students created large art pieces for display in the corridors outside the Art Room.	The initial development of organizational and study skills proved to be a positive. Students involved began to look forward to the meetings.	Courses and schedules developed this year. English 10 and SS 10 are subjects ISP students with ESL issues struggle with initially. These specifically developed courses are aimed to support ISP students and their Grad program.	Three teachers are currently reviewing the software and program.	Through the use of Scholantis My Site students accessed class notes for each day. These notes aided students who missed the class and those who needed review or had questions.	
PROGRESS/FINDINGS		GPS units purchased.	Continue to develop lab kits and explore use of the same format in other Science courses.	Unfortunately the in house director went MIA. It is hoped this PLC can be restarted in the future.	Further art pieces to be developed for the 500 wing and cafeteria. Three teachers and 15 students will be collaborating on a motorcycle rebuild and airbrush paint job.	Continue developing new skills to add academic success.	Implementation in 15/16.	Update next year	Will continue next year.	On-going.