

School: Sentinel Secondary

FESL Year: Year 2

School Context

Sentinel Secondary currently enrolls approximately 1200 students in grades 8 through 12. The Sentinel Community is ethnically diverse with students from over 30 countries. Sentinel offers a variety of programs including the Advanced Placement, French Immersion, Premier Academies and Pursuit. The school population also includes approximately 70 International students and a number of English Language Learners.

Identified Goal:

Is your goal specific, meaningful, measurable and evidence informed?

Continued implementation of the BC Student Reporting Policy (2023), with a focus on aligning **inclusive teaching practices** with **effective, equitable assessment**.

Rationale for Goal

Why is this goal important to your school community?

How will this goal improve educational outcomes for students?

The current goal continues to focus on aligning teaching practices with assessment, student self-reflection and goal setting. Sentinel staff will support assessment practices as students are able to reflect on proficiency scales that relate to the Curricular Competencies. For teachers, it is an opportunity to continue to create and refine clear and consistent assessment expectations, allowing students to work deeper into learning concepts rather than broader. There is always a goal to shift from testing as the 'norm,' to student demonstration of understanding. Along with that comes the responsibility of teachers to prepare students with a set of competencies rather than the ability to memorize and regurgitate information.

For our students, they have the opportunity to work deeper on areas of interest and passion, while still acquiring and enhancing competency skills such as problem solving, communication and personal accountability as they relate to curricular competencies. Goal setting and self-reflection practices will help anchor students to their learning successes, and areas to continue exploring. Ultimately for our students (and hopefully their parents as well), it will shift the mindset to a focus on learning, rather than a focus on the grade/mark.

Evidence/Data

What evidence/data is leading your school to this goal?

What student success data do you want to improve? What are your measures of success?

Departments will continue to create and refine assessment rubrics that specifically outline student performance expectations as they relate to the school goals, which are focused on the Competencies. Questions that will continue to help guide our inquiry:

- Are teachers clear in terms of assessment practices and expectations in each of their classes?
- Are teachers clearly outlining the 'Big Ideas' and curricular competencies they are trying to evaluate/assess?
- Are students clear in terms of assessment practices and expectations from each of their classes?

Evidence that our goal will have made a difference will come from observed and measured indicators:

- Departments and staff will have clear, effective proficiency scales created for each of their classes.
- Through anecdotal feedback from students and staff we will be able to determine if we are on track and staying focused on our goal. Is everyone clear on what the goal(s) is/are?
- Self-reflection of the Core Competencies will be measured through qualitative data from informal content analysis.
- Student Learning Surveys will provide quantitative data from comparison studies. The Surveys provide the opportunity to include school specific questions, designed around assessment feedback. Comparing them from one year to the next could provide greater feedback as to student perspective/experience regarding assessment practices in the classroom.

Stakeholder Engagement

How have you included the perspectives/voice of all stakeholders in your school community?

How will you ensure ongoing collaboration with all your different stakeholders?

Staff will continue to participate in presentations/conversations, lunch and learn sessions, workshops and professional development regarding assessment practices. Standing agenda item on both Teacher Leader and Staff meetings addresses assessment updates, and provokes staff to continuously engage in assessment revision.

A school based Assessment Team will continue to meet. This group has been grounded in the language from the book, 'Grading for Equity.'

Student voice has been collected through Satisfaction Survey's.

Regular student self-reflection opportunities will continue to be provided.

Parent's have been included in the conversation through Principal reports, PAC meetings, Parent Education sessions and distributing information through e-bulletin's.

Book Club, Lunch and Learns and staff conversations/work around assessment will be ongoing. As always, it is important to explore additional ways to include students and parents more in these conversations.

Connection to the District FESL Goals (Sense of Belonging, Numeracy, Career and Life Goal Preparation)

In terms of connecting to the WV Board of Education's strategic plan, links are clear for all three goals;

Goal #1: Educational Excellence

Goal #2: Visionary Leadership and

Goal #3: Successful Transitions

Within each of these goals and sub-goals there is a common theme to help students develop their individual skillsets to become the best possible version of themselves. This includes self-exploration/discovery, demonstrating grit and work ethic, preparing for their futures and much more. All of this leading towards creating a greater awareness of who they are and connectivity.

With a long history of educational excellence, Sentinel strives to ensure our students receive the best educational experiences, have every opportunity for success, and are by the time students graduate they are in the best possible circumstance to transition into the next chapter of their lives.

With a school goal focusing on aligning teaching practices with rubrics, self-assessment and goal setting, we will continue to push for the most authentic, meaningful and consistent assessment practice possible.

Action Plan

What is your action plan for your FESL goal?

What specific strategies will you implement each year?

What resources, supports, and professional learning will you need to meet your goal?

What structures will you put in place to ensure an ongoing focus towards your goal?

Year 1: Continuing the conversations around assessment.

Coordinator's, in collaboration with their respective departments, will establish department goals that connect to the Sentinel FESL and District Strategic Plan.

Staff will create proficiency scales that clearly outline assessment expectations for each of their courses.

Establish survey questions that can be included in the Student Learning Surveys.

These questions can be used annually to determine the progression and shifts in student perspectives.

Student self-reflection sessions will be scheduled throughout the year to create greater awareness of core competencies and 'personal' assessment of curricular understandings.

Resources included/explored will be:

- the Districts 5 guiding principles of assessment,
- First Nations Principle of Learning
- Grading for Equity – Book
- Documents from other Districts
- Tapping into the experts in the building

Staff will be continuously updated through department and staff meetings. Opportunities for all staff to participate in focus group conversations. Input/feedback from students. Parents to be updated via the Administration at PAC meetings, Parent Education sessions and/or virtual broadcasts.

Year 2: Continuing the conversations around assessment and refining our assessment tools.

Teacher Leader's, in collaboration with their respective departments, have established department goals that connect to the Sentinel FESL and District Strategic Plan. Staff have created proficiency scales that clearly outline assessment expectations for each of their courses. These scales will be shared amongst department members, discussed regularly and adjusted as needed.

Review survey questions that can be included in the Student Learning Surveys. These questions can be used annually to determine the progression and shifts in student perspectives.

Student self-reflection sessions will be scheduled throughout the year to create greater awareness of core competencies and 'personal' assessment of curricular understandings.

Resources included/explored will be:

- the Districts 5 guiding principles of assessment,
- First Nations Principle of Learning
- Grading for Equity – Book
- Additional books/resources discussed at Lunch and Learn sessions
- Tapping into the experts in the building and beyond

Staff will be continuously updated through department and staff meetings. Staff will have time to share and discuss regularly during monthly collaboration time.

Opportunities for all staff to participate in focus group conversations. Input/feedback from students. Parents to be updated via the Administration at PAC meetings, Parent Education sessions and/or virtual broadcasts.

Year 3

Reflection/Summary of Learning/Next Steps (End of each year))

What are the highlights of your learning journey for this year?

What progress have you made? How do you know this?

What aspects of your plan do you need to refine or adjust?

Year 2:

Year two has included many successes and challenges as we continue working on our FESL. Departments and staff have worked hard to craft proficiency scales that provide clear language around student assessment. Like any good work, these proficiency scales are continuously re-evaluated and refined in order to provide students with the best opportunity for success.

Regular Core-Competency sessions have been run for students throughout the year. These sessions were undertaken during Careers classes. Teachers delivering these

sessions did a wonderful job of collaborating and supporting each other in the delivery of these lessons.

We continued our Inclusion, Belonging and Sense of Community conversations throughout the year. The Sentinel Inclusion and Belonging (SIB) Committee planned six sessions, held during FIT, with a theme for each conversation based around the GUARDS value statements.

All Collab times, Coordinator and Staff meetings included a standing agenda item for Assessment, Core Competency and Inclusion conversations. Lunch and learn sessions for staff conversations were held monthly. Staff meetings frequently included teachers teaching teachers, with regards to what they were doing in the classroom and for assessment.

The 2025 – 26 school year will be the third year of our FESL. We will be exploring/incorporating an AI focus into the plan. This will be supported by our AI Enhancement teacher. We are already planning a summary presentation of the 3 year FESL plan.