

School
Rockridge Secondary School
FESL Year
Year Two
School Context
<p>Rockridge Secondary School is home to students in grades 8 through 12. The student population is approximately 840 students this year. Rockridge is an authorized International Baccalaureate World School for the Middle Years Programme (MYP); all students in grade 8 to 10 are enrolled in the MYP.</p> <p>Rockridge also offers a wide range of programs to accommodate student diversity, whether it is in academics, performing arts, or Raven athletics. Beyond the Middle Years Programme, Rockridge Secondary School offers a range of Advanced Placement (AP) courses for Grade 11 and 12 students to support their advancement to post-secondary institutions.</p> <p>Rockridge graduates demonstrate a focus on who they are and what they aspire to become in the future. Nearly 95 percent of our students attend post-secondary schools within a year of graduation to pursue their dreams and make a difference in the world.</p> <p>In addition, our Inclusive Learning Support Team is available to all students for classroom support, study skills, tutoring, and study support blocks if required.</p> <p>When you join Rockridge you become part of our learning community where students strive to do their best and feel like they have a place in our Raven family.</p>

Identified Goal:
Is your goal specific, meaningful, measurable and evidence informed?
How can Big Ideas and Competencies guide inclusive assessment at Rockridge?
<p>The Rockridge FESL is specific in its focus on assessment, but broad enough to allow each department in our school be able to meaningfully engage and participate in this school-wide goal focus.</p> <p>We have done a lot of work in departments to collect meaningful examples of assessment to establish a baseline with staff around their understanding and classroom practices. Measurable data has been ongoing with examples of inclusive assessment from each department. Other teacher data is reflected through department 'data trees' that show how inclusive assessment is being used in each department. Although this data is not numerical we have developed an effective visual organizer, including the use of a colour code to help us review, compare and track changes within each department. We have, in essence, created an effective assessment to include all teachers.</p> <p>In year two we have established two ways to gather measurable student feedback. There are four questions written by our FESL committee that are included in the Student Learning Survey for grade 10 and 12 students and parents. The survey questions use a Likert Scale and as such will provide numerical data. We also have two student focus groups from grade 9 and 11. The</p>

student groups will engage in focus conversations using the same four questions two times in year two (2024) and two times in year three (2025). Student focus group feedback will be measured by the analysis of key words and phrases used by students. This data will be shared with departments to help inform their direction and collaboration regarding big ideas, competencies and inclusive assessment.

Rationale for Goal

Why is this goal important to your school community?

How will this goal improve educational outcomes for students?

This goal is important to us at Rockridge because during year one (2023) we engaged in various ongoing opportunities to develop a common goal and wording. Through this inclusive process Rockridge staff were able to regularly engage in activities and provide feedback to guide the development of our FESL from the broad direction to the specific wording of our goal. Students are at the centre of this FESL goal. Improved understanding of assessment practices, as well as, growing inclusive assessment practices will allow students to demonstrate their learning in the best manner. This improved connection between the teacher, student, curriculum, and assessment can lead to deeper understanding of competencies, better student engagement, and students feeling increased ownership to how they are progressing. Further, students will feel more involved in the assessment process, how their marks are calculated and how their marks are reported in the learning updates.

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?

The main data leading us toward this FESL direction was obtained through the staff collaborative activities in year one (2022-23). Following Rockridge's previous FESL that focused on sense of belonging, there was an emphasis from staff to maintain elements of this goal. Also impacting our staff at this time was a focus across our province, district and school on the new reporting order. Over a series of staff meetings and coordinator meetings teachers contributed to providing goal ideas, reviewing data, discussing goal directions and considering Rockridge school culture. The following were significant considerations in shaping the Rockridge FESL goal:

1. previous Rockridge FESL and student sense of belonging
2. provincial reporting order
3. West Vancouver Schools strategic goal #1: educational excellence
4. school and district culture focused on student academic success
5. a strong involvement of teachers in monthly lunch and learns focused on assessment with our enhancement teacher

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?

Involving stakeholders has been evolving since year one (2023). As described above, staff involvement has been a driving force for our FESL. Parents and families have been involved in the FESL development through PAC meetings and E-Bulletins. Student participation has taken on a greater role in year two (2024) through student focus groups and the Student Learning Survey.

Participation from our stakeholder groups will be ongoing to ensure opportunities for input/feedback, data collection and data review/dialogue and the sharing of information across the school community. Ongoing collaboration, conversation and feedback will be integral for growing the understanding, prevalence and improved student learning through inclusive assessment.

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

The Rockridge and District FESL goals have multiple connections. There are, in fact connections that can be made to all three areas - sense of belonging, numeracy and transitions.

The Rockridge FESL goal's roots are based in the sense of belonging. Students are at the centre of inclusive assessment. It means students have ownership, understanding, choice and academic growth through the successful inclusion of inclusive assessment in their classes.

Inclusive assessment requires communication and connection between students and staff which adds to our students' sense of belonging at Rockridge.

As highlighted at the top of this document, the Rockridge FESL is specific in its focus on assessment, but broad enough to allow each department in our school be able to meaningfully engage and participate in this school-wide goal focus. Like all departments, our math department is very much engaged in the Rockridge FESL. While numeracy is not our only focus for improvement, student achievement in math scores and improved understanding of assessment will be examined by the math department.

Finally, post secondary transitions are a focus with both the district and Rockridge FESL. Growing student involvement and understanding of their learning and increasing their participation and knowledge of how they are assessed will lead to students who have a deeper connection to their learning, classes, teachers, school, and futures. We know our graduation data reflects very strong post-secondary participation. In fact, nearly 95% of our graduates will attend a post-secondary institution within two years of graduation. Continuing to foster this kind of positive transition requires commitment to evolve in our assessment practices and for our staff to be educational leaders. Strengthening the understanding and connection to assessment in our school community helps students have support at school and at home, while also feeling confident about their own learning and transition to post secondary.

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:

1. We began by scanning, surveying and discussing potential areas of focus with stakeholder groups with a particular focus on staff input through our department structures.
2. We developed a FESL committee with a group of teachers interested in leading our school goal.
3. The FESL committee synthesized data provided from input sessions to help develop our school goal focus. This revised data would then provide the content to be reviewed/discussed at the next staff FESL activity session.
4. After gathering input as stated above, several FESL inquiry questions were created for review and discussion by the FESL committee.
5. The FESL committee gathered feedback from the options of FESL inquiry questions and created this specific and focused inquiry question that was approved: **How can Big Ideas and Competencies guide inclusive assessment at Rockridge?**
6. Our FESL committee is a standing item on every staff meeting and coordinator's meeting agenda.
7. Updates from our FESL are communicated in our E-Bulletin to the community and Staff Bulletin among colleagues.
8. FESL details are shared at PAC meetings to generate awareness and understanding and support for our school goal.
9. Our FESL committee meets regularly to review our direction and plan action items to ensure we are communicating and collaborating with all stakeholders.

Year 2:

1. Our FESL committee is a standing item on every staff meeting and coordinator's meeting agenda.
2. Updates from our FESL are communicated in our E-Bulletin to the community and Staff Bulletin among colleagues.
3. Our FESL committee meets regularly to review our direction and plan action items to ensure we are communicating and collaborating with all stakeholders.
4. The FESL committee, with feedback and consultation from departments created four questions for the 2024 Student Learning Survey.
5. The FESL committee synthesized data from staff input and organized the data into thematic areas.
6. A visual representation (data tree) was created for departments to work with and provide feedback in regard to their departments progress and work with inclusive assessment.
7. Departments reviewed the data trees and will continue to add ideas to their trees throughout the year.
8. Two student focus groups were created, one at grade 9 and one at grade 11.
9. Student focus groups met in February 2024. The four questions created for the 2024 Student Learning Survey were used to gather responses.
10. PAC meeting engagement activity focused on the four questions.
11. Mapping a timeline with FESL committee for the remaining half of this three year FESL goal cycle.

Year 3: Coming soon . . .

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?

This section will be updated in June 2024.