

**School WVSS****FESL Year 1****School Context**

A comprehensive secondary school of 1300 students. Longest running International Baccalaureate Diploma program on the North Shore. Home to several District Sports Academies. A near 100-year reputation for excellence in academics, athletics, and the arts.

**Identified Goal:**

What is your FESL Goal?

To support all students in becoming self-directed learners by embedding consistent, school-wide guidelines that include routines, organizational strategies, and time management practices that develop their personal responsibility and accountability.

**Rationale for Goal**

Why is this goal important to your school community?

How will this goal improve educational outcomes for students?

**Why is this goal important to your school community?**

This goal reflects the priorities of our teachers, staff, and students, who identified the need for greater consistency in supporting students to become more self-directed learners. By embedding school-wide guidelines that focus on routines, organizational strategies, and time management, we are addressing a shared concern and creating a more cohesive approach to student learning.

**How will this goal improve educational outcomes for students?**

Developing personal responsibility and accountability through these strategies will help students manage their learning more effectively, leading to greater success in their classes. Beyond academics, these lifelong skills will prepare students for post-secondary education, careers, and personal growth, ultimately setting them up for long-term success.

**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?

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

Both anecdotal feedback and school data point to the need for improvement in student self-direction. Teachers and staff have noted challenges with student organization, time management, and follow-through on responsibilities. This is supported by attendance and lateness data, which show patterns that suggest students are struggling with routines and accountability. In addition, we collected baseline data in September 2025 on teacher perceptions of these issues, which provides us with a clear starting point for measuring growth.

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

We want to see improvements in student attendance and punctuality, along with stronger evidence of student independence and responsibility in their learning. Measures of success will include:

- Reduced late arrivals and absenteeism.
- Teacher observations of improved student organization and time management.
- Increased student self-reflection and ownership of learning through core competency/self-assessment data.
- Overall improvement in academic performance and classroom engagement.

**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?

We have actively engaged teachers, students, and parents to inform the development of our school goal. Teacher perspectives were fundamental in establishing the goal and have been formalized through a baseline data survey. To ensure full representation, we are currently preparing a similar student survey to gather their voice and critical baseline data. The goal was also shared with our parent community and discussed during the PAC September Meeting, ensuring transparency and initial parental awareness.

Our commitment to ongoing collaboration extends beyond this initial phase. We will establish continuous feedback loops by using the data collected from both staff and student surveys to collaboratively refine implementation strategies within our leadership teams and professional learning communities. We will also maintain regular communication with parents through PAC meetings and dedicated updates, providing opportunities for continuous feedback on the goal's progress. This structured approach ensures that the expertise and perspectives of all stakeholders consistently inform and strengthen our strategic actions.

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

**1. Career and Life Goal Preparation**

This is the strongest connection because the goal is directly focused on developing executive functioning skills (routines, organization, time management, responsibility, accountability). These skills are the essential foundation for success in college, employment, and adult life. Self-directed learning is synonymous with the independence and initiative required for long-term goals.

**2. Sense of Belonging**

This goal supports belonging through consistent, school-wide guidelines. Implementing the same clear routines and organizational strategies for everyone creates a predictable, equitable environment. When expectations are clear and shared, it fosters a community of shared norms, reduces student anxiety, and ensures all students feel they have the tools and support to succeed, thus strengthening their connection to the school.

**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**

The initial stage of our inquiry has led to the development of several working hypotheses regarding the causes of student challenges, specifically lateness, absenteeism, disorganization, and difficulties with time management and learning preparedness.

Our initial step involved asking staff to identify contributing factors, both external and those stemming from our current school practices. Our immediate next step is to collaborate with staff to prioritize feasible solutions and create an actionable Year One plan. This plan will define the necessary professional learning and strategic implementation required to address the identified issues.

Our process is sustained through ongoing teacher leader meetings, staff meetings, and monthly collaboration sessions. The FESL committee will oversee and guide the long-term, multi-year progression of the action plan.

Year 2

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?