WEST VANCOUVER SCHOOLS

FESL Template 2026-2027

School WVSS

FESL Year 2

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?

Year 1

Our initial evidence identified concerns with student readiness, organization, time management, punctuality, and follow-through on responsibilities. These concerns emerged through staff observations and discussions and were supported by attendance and late data. A staff baseline survey in September 2025 provided an additional starting point for understanding teacher perceptions of student readiness and self-direction.

Through our Year 1 inquiry, we narrowed this broad area to a more specific and measurable starting point: readiness to learn and start-of-class routines. This allowed staff to move from identifying a problem to implementing and examining specific classroom practices.

We also identified selected Student Learning Survey questions that connect to our broader goal of developing self-directed learners, including questions related to ownership of learning, clear expectations, responsibility, belonging, and cellphone use.

Year 2

Our September 2026 staff reflection provides early evidence about the impact of the routines implemented through Year 1.

Of 50 respondents:

- 70% reported consistently implementing a start-of-class routine and a further 26% reported implementing one somewhat consistently.
- 94% reported that their routine was having either a significant or some positive impact on student readiness.
- Staff most frequently observed fewer phones out (33), students settling more quickly (28), fewer disruptions at the beginning of class (24), students engaging with learning sooner (23), fewer reminders being required (22), and students having materials ready (14).

The data suggests that consistent routines are supporting readiness to learn. However, only three respondents specifically identified improved punctuality, and lateness continued to appear frequently in the qualitative feedback.

Staff responses also highlighted an important next stage in our inquiry. While routines can improve readiness, students do not always independently take responsibility for being prepared, managing devices, arriving on time, or completing expected responsibilities. Qualitative feedback raised questions about the role of clear expectations, boundaries, accountability, and logical outcomes when expectations are not met.

This evidence is helping us move from asking **"What routines improve readiness?"** toward a deeper inquiry: **"How do we develop genuine student responsibility and independence, and what expectations, boundaries, and outcomes are needed to support that development?"**

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

Our overall measure of success is increasing evidence that students are becoming more self-directed rather than simply becoming more compliant with teacher-directed routines.

We will look for improvement in:

- **Readiness to learn:** students settling, preparing materials, managing devices, and beginning learning with less teacher prompting.
- **Student independence:** a reduction in the number of reminders and interventions required from teachers as routines become increasingly student initiated.
- **Organization and time management:** students demonstrating greater ability to manage materials, deadlines, learning time, and responsibilities.
- **Attendance and punctuality:** reduced patterns of lateness and absenteeism, particularly where these behaviours interfere with learning.
- **Responsibility and accountability:** students understanding expectations and increasingly taking responsibility for the outcomes of their choices.
- **Student ownership of learning:** stronger student reflection, goal setting, and evidence of self-direction through the Core Competency process.
- **Student voice:** students reporting that they understand expectations and recognize how routines, organization, time management, and accountability support their learning.

We will continue to use multiple sources of evidence, including staff reflection data, student feedback, attendance and punctuality data, selected Student Learning Survey measures, and Core Competency/self-assessment evidence.

An important focus for Year 2 will be examining not only whether expectations are clear and consistent, but whether the balance of student agency, boundaries, and accountability is resulting in students taking greater responsibility for their own learning.

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?

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

Year 1

Staff voice was central to establishing and refining our FESL goal. Initial staff feedback identified concerns related to student readiness, organization, punctuality, time management, phone use,

and responsibility. Through continued staff discussion and collaboration, we narrowed the broad goal of developing self-directed learners to an initial focus on readiness to learn and start-of-class routines.

Teachers then identified routines they wanted to develop, shared strategies with colleagues, and collaboratively contributed to a set of school-wide approaches that could support greater consistency while maintaining flexibility for different classroom contexts.

The goal and direction of the work were also shared with the parent community through PAC.

Student voice was identified as an important component of the inquiry; however, our attempts to gather student feedback through focus groups were not successful. This highlighted a gap in our Year 1 evidence and has become an important priority moving forward.

Year 2

Staff continue to play an active role in determining the direction of the inquiry. In September 2026, 50 staff members reflected on their implementation of start-of-class routines, the impact they were seeing on student readiness, and the challenges that remained.

This feedback did more than evaluate Year 1 strategies—it helped shape the next stage of our work. Staff identified a desire to explore the shift from teacher-directed routines to greater student-initiated responsibility, as well as broader questions about organization, time management, expectations, boundaries, accountability, and appropriate outcomes when expectations are not met. These questions will help guide our professional learning and collaborative inquiry during Year 2.

Strengthening **student voice** is a key Year 2 priority. Rather than relying only on a separate focus group, we will seek opportunities to gather feedback directly from students within existing school and classroom structures. We also intend to strengthen the connection between FESL and the Core Competency reflection process so that students can identify strengths, set goals, and reflect on their development as self-directed learners.

Parent perspectives will continue to be included through communication and opportunities for discussion through PAC.

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

Ongoing collaboration will be supported through regular FESL committee meetings, staff collaboration time, teacher-leader and leadership discussions, staff reflections, student feedback, Core Competency reflection, and communication with PAC.

Rather than treating stakeholder engagement as a one-time consultation, we will use an ongoing cycle of gathering perspectives, examining evidence, taking action, and returning to

stakeholders for reflection and refinement. This will allow staff and student experience to continue shaping the direction of the inquiry throughout Years 2 and 3.

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

What is your action plan for your FESL goal?

Our action plan is to continue developing consistent school-wide practices that support students in becoming increasingly self-directed learners. Year 1 focused on narrowing our inquiry to readiness to learn and establishing effective start-of-class routines. In Year 2, we are building on that work by shifting toward greater student-initiated responsibility, organization, and time management.

Staff feedback has also identified the need to explore the role of clear expectations, boundaries, accountability, and appropriate outcomes when students do not meet agreed-upon responsibilities. This will become an important part of our inquiry as we examine how student agency and accountability work together.

What specific strategies will you implement each year?

Year 1: We identified readiness to learn as a practical and measurable starting point within our broader goal of developing self-directed learners. Staff selected and implemented start-of-class routines, collaboratively shared strategies, and began developing greater consistency across classrooms.

Year 2: We will continue to refine effective start-of-class routines while shifting the focus toward student-initiated readiness and greater independence. We will expand the inquiry to include organization and time management, while also exploring staff questions related to expectations, boundaries, accountability, rules, and logical outcomes. Student voice and Core Competency reflection will be used to better understand how students perceive and develop these skills.

Year 3: We will use evidence gathered through the first two years to identify and consolidate the practices that have the greatest impact on student independence. The focus will be on sustaining effective school-wide approaches and supporting students in transferring self-directed learning skills across courses, contexts, and transitions beyond secondary school.

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

Staff will need continued opportunities for collaborative professional learning focused on practical classroom strategies, student agency, self-directed learning, organization, and time management.

Year 2 professional learning will also include discussion and exploration of the philosophy underlying student responsibility and accountability, including the relationship between student choice, clear boundaries, expectations, and consequences or logical outcomes.

Staff collaboration time, teacher-leader support, access to school data, student feedback, and opportunities to share effective practices across departments will support this work.

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

The FESL committee will continue to guide the inquiry and monitor progress throughout the year. Regular staff collaboration time, staff meetings, teacher-leader meetings, and leadership discussions will provide opportunities to revisit the goal, examine evidence, share strategies, and determine next steps.

Progress will be monitored using multiple sources of evidence, including staff reflection data, student voice, attendance and punctuality data, classroom observations, and Core Competency/self-assessment information. This ongoing cycle of evidence, reflection, and adjustment will ensure that the goal remains an active part of school improvement work rather than a stand-alone initiative.

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?

Reflection/Summary of Learning/Next Steps (End of each year))
Year 1
What are the highlights of your learning journey for this year?

We narrowed our focus to readiness to learn and start-of-class routines. Our primary focus has been developing classroom-specific and school-wide routines to improve punctuality and immediately engage students in learning.

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

Teachers identified a start of class routine that they would try out (April/May) and then as a staff we developed guidelines for 16 shared start of class routines (school wide routines). In August - we will review these routines and teachers will engage in the practices to start the school year.

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

We are working on getting student feedback. We attempted twice to hold a focus group but failed. We will now go into select classes to gather some feedback.

Year 2
Year 3