

Regina Public Schools

# **F.W. Johnson**

## **Strategic Plan**

**2016-2017**



## Section One: School Context



### A Reputation of Excellence with Fortitude, Wisdom and Justice

F.W. Johnson Collegiate is named after the Honorable Frederick W. Johnson, former Lieutenant Governor of Saskatchewan, recipient of The Order of Canada, The Saskatchewan Order of Merit, and The Order of St. John. He was appointed “Queen’s Counsel” before becoming a judge of the Saskatchewan Court of Queen’s Bench and a Chief Justice of the Court.

Upon the opening of F.W. Johnson Collegiate in 1985, Lieutenant Governor Johnson’s vision was that the school would promote academic excellence. However, Mr. Johnson recognized that life is more than work and study. During his school opening address, he encouraged everyone to participate in as many student activities as possible, thereby becoming a well-rounded individual. To this end, F.W. Johnson Collegiate offers a range of extra-curricular opportunities, in addition to its curricular offerings, to promote student involvement and growth.

### Mission and Values - F.W. Johnson Collegiate: A caring community promoting fortitude, wisdom, and justice.

The initials of the school’s namesake guide the mission and values promoted at F. W. Johnson Collegiate. Frederick W. Johnson clarified this vision during his opening address in 1985.

*Fortitude is the strength of character that enables you to face difficult situations with courage.*

*Wisdom is the ability to intelligently apply what you have learned.*

*Justice is the quality of being fair and honorable in all your relations with your fellowman [and woman].*

In addition to our values of fortitude, wisdom and justice, F. W. Johnson Collegiate embraces the Shared Values of the Regina Public Schools - *I Belong. I Want to Know. I Respect. I am Responsible.*

Taken together, our mission statement and our values identify what we stand for as a school.

### School Demographics

F.W. Johnson Collegiate is located in and serves the eastern communities of Regina. It offers a regular Grade 9 to 12 high school curriculum. School populations have ranged from over 1000 students to current enrolment of about 550.

### School Governance Structure

F.W. Johnson Collegiate has an administrative team comprised of a full-time principal and vice-principal. F. W. Johnson is assigned two Learning Leaders and five Core Leaders. Its Leadership Council, comprised of the Principal, Vice-Principal and two Learning Leaders, meets bi-weekly. The Learning Council, comprised of Leadership Council and five Core Leaders, meets bi-weekly. Interdisciplinary Core Groups, comprised of Learning Council and all teaching staff, meet regularly.



The Student Representative Council is a group of F.W. Johnson students who work collaboratively with staff to create a welcoming and engaging school.

The School Community Council (SCC) is an elected body of parents and community members who represent the F.W. Johnson school community. The Council holds regularly scheduled meetings throughout the school year. The FWJ SCC works collaboratively with the other governing bodies to support the school's Strategic Plan.

## **Instructional Practices at F. W. Johnson Collegiate**

### **Inclusive Practices**

- The Interventions First (IF) protocol includes identification, referral, intervention planning, and monitoring. Interventions First team members including Guidance Counsellors, Learning Resource Teachers, Core Leaders, Learning Leaders, Administration, and a Psychologist meet every Monday to review IF referrals and collaboratively problem-solve around student issues. Additional staff members attend as required.
- The Learning Resource Teachers assume a case manager role - co-teaching, coaching, collaborative teaching, and short-term intensive remediation support in literacy and/or numeracy.
- ROAs are developed and shared with all staff. Teachers review, identify necessary accommodations, and incorporate them into their classroom environments.
- Modified Programming addresses the needs of students who follow the 11/21/31 curriculum stream.
- Transition Room Programming provides credit completion, individualized programming, and module based learning.

### **Teaching for Deep Understanding**

- The teacher librarian co-teaches and coaches teachers in the use of technology and other resources. Interdisciplinary and Inquiry Based Teaching and Learning are the focus of her work with teachers. The role of the teacher librarian provides for flexible groupings, interdisciplinary teaching, and teacher collaboration.
- Inquiry Learning and deliberate unit planning and inclusion with instruction addresses increased engagement for students. Explicit focus and instruction on reading comprehension strategies are used across the curriculum.

### **Teacher Collaboration, Flexible Teaching Arrangements and Instructional Groupings**

- Interdisciplinary Core Groups - five groups structured around school goals
- Grade 9 Teaching Team with a block schedule
- Guidance Counsellor collaboration with teaching teams
- Aboriginal Advocate collaboration within all programs
- Professional Learning Community regularly scheduled meeting time
- Core groups meet on a regular basis
- Subject-specific meetings held as needed
- Literacy Groups – EAL, VAP, Grade 9
- Grade 9 Math flexible grouping



## School Programs and Services

F.W. Johnson Collegiate offers an array of courses to meet the requirements of a Saskatchewan High School Diploma. Our compulsory subjects combine with a range of electives to allow students to explore their interests. To support the success of each student, teachers make the necessary adjustments to accommodate varied learning needs. We believe that a collaborative approach is necessary if we are to be successful - teachers working collaboratively with other teachers, with students, and with parents.

F. W. Johnson Collegiate offers the following specialized programs and services:

### English as an Additional Language Program (EAL)

The EAL program is a program to support students who have a first language other than English. F. W. Johnson Collegiate has 3.75 teachers assigned to support over 110 EAL learners. Students receive instruction and support in all curricular areas through the EAL program. As well, the EAL teachers support classroom teachers in making the necessary classroom accommodations for student success.

### Learning Resource Program (LRP)

F. W. Johnson Collegiate is assigned 2 Learning Resource teachers. These teachers provide consultative and direct service to students. They collaboratively complete Intervention First forms, develop Inclusion and Intervention Plans, develop Records of Adaptations, support teachers in making adaptations, monitor students' progress, provide tutorial services, as well as providing consultative services.

### Vocational Alternative Program (VAP)

The Vocational Alternative Program is a school division program for students who require specialized academic and social supports. The goal is develop life skills that promote student independence as they complete their high school experience.

### Supportive Environment Program (SEP)

The Supportive Environment Program is a school division program for students who require specialized social supports. The goal is to develop life skills while following a regular Grade 9 to 12 curricula.

### Advanced Placement (AP)

Advanced Placement is a rigorous university preparation program that allows students who pass the AP exam to receive university credit. More information is available at the school or via the school website.

## Section Two: *Strategic Plan and School Goals 2016-2017*

**Vision: FWJ will graduate youth competent in multiple literacies.**

### **School Goal**

- By June 2020, 80% of students will be at grade level or above in reading, writing, and math.

### **Improvement Target**

- Use classroom and school assessment data to identify students functioning below grade level and offer grade level interventions and support.

### **Actions:**

- Assess instructional level for struggling students
- Improve Fountas and Pinnell levels by two letters by June
- Use levelled and engaging texts within the classroom
- Integrate comprehension strategies for classroom assignments in order for students to internalize processes
- Vary formative and summative assessment processes for student understanding
- Improve library use and circulation
- Improve writing skills of EAL students



**Vision: Students at FWJ will have a strong sense of belonging and engagement which will result in improved attendance and credit attainment.**

### School Goal

- F.W. Johnson's graduation rate will be 85% by 2020.

### Improvement Target

- Closely monitor the performance of FNMI learners with a view to developing culturally-responsive pedagogy and supports in order to improve grade level achievement and graduation rates.

### Actions:

- Reflective response sheet will be completed by teachers twice per semester to share how they have regularly implemented strategies or content items related to Aboriginal perspectives from their course curriculum. This information will be collected and made available to all staff.
- Core members will monitor the progress of First Nations and Métis students in the areas of attendance, achievement, and credits earned.
  - Core members will discuss identified students at core meetings
- FNMI cultural opportunities will be provided in an authentic and meaningful manner:
  - Students will compete in the *Glen Anaquod Memorial Tipi Raising* competition
  - Orange Shirt Day
  - Diversity Day
  - Blanket Exercise
  - Noon-hour FNMI cultural activities
- Enhance the *Elder in Residence* program:
  - Invite Elder to all school events
  - Endeavour to ensure that Elder is utilized in an authentic manner
  - When at the school, the Elder will to speak/visit/support delivery of the curriculum
  - The Elder will work with guidance counsellors to be involved in the mentorship of students
- The Aboriginal Advocate will be accessible to staff and students for collaboration and support:
  - Coordinate a monthly ConnectiviTea (inviting students with their parents/guardians into the school to build relationships)
  - Homework Blitz (January, April, June) during the school day
  - Supper Homework Club (as needed)
  - Home visits
- Open House – create a welcoming environment that is culturally sensitive to the needs of our community
- Community Connections – core group will seek opportunities within the community to support curriculum and utilize guest speakers

**Vision: Students at FWJ will have a strong sense of belonging and engagement which will result in improved attendance and credit attainment.**

### **School Goal**

- F.W. Johnson's graduation rate will be 85% by 2020.

### **Improvement Target**

- Develop programming that facilitates the necessary relationships, resource sharing, and sense of community in order to support students with attendance and credit attainment.

### **Actions:**

#### **Build a sense of community for Johnson students:**

- Run a three day Outdoor School building a sense of community, identity, and belonging for our grade 9 students as well as developing leadership skills with students from grades 11 and 12.
- The Grade 9 team and Advisory will build a sense of community, identity and belonging within their groups, and with FWJ as a whole
- JAG teachers will monitor attendance and achievement, supporting a sense of community and belonging.
- Athletic Awards
- Creation of a display that depicts the cultural backgrounds of our students and staff

#### **Involvement with Family of Neighbourhood schools:**

- Team meetings with grade 8 teachers from the elementary schools to create a smooth and supported transition for students entering grade 9
- Open House for incoming Grade 9 students
- Host Family of Neighbourhood school curricular and extra-curricular activities:
  - PAA 6/7/8 Spend-a-day
  - Science Camp
  - Basketball Camp
  - Grade 8 Spend-a-Day
  - Respect Ed and ACT Retreat

#### **Monitoring students through grades/schools:**

- Implementation of the grad rate tracking system

#### **Supporting students with future planning and career paths:**

- Awards Ceremony
- Career exploration opportunities for all grades
- SaskCareers implementation to support resume building, career pathways, and future planning