

report

to the community



John Taylor Collegiate

2016-2017



"Raising All Students Toward Distinction"

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The Senior Years in the St. James- Assiniboia School Division provide a varied curriculum to meet the needs, interests, and abilities of students. The programs provide a sound basis for further education or immediate employment setting. Hands-on, active participation is encouraged in all subject areas and especially in courses such as: Performing and Fine Arts, physical education, career exploration and independent studies.

Last Year's School Accomplishments (2015-2016)

John Taylor Collegiate professional staff implemented plans to increase literacy skills in reading comprehension and written expression.

- ✓ A classroom library was established in several English classrooms, increasing accessibility of high interest novels
- ✓ More authentic and pragmatic projects were integrated to classrooms such as: career life and exploration, a digital citizenship unit, graphic novel units (with the support of the Literacy Coach)
- ✓ A grade 9 final literacy assessment has been developed to accurately assess student writing and speaking
- ✓ Many students are accessing the library for reading material (as demonstrated by our library use data) and are seen reading in the hallways during breaks and spares
- ✓ Progress and improvement has been demonstrated in classroom assignments e.g. portfolios in SS
- ✓ Improved fluency in oral reading as demonstrated through precision reading data, RAD post-test data and qualitative data

John Taylor Collegiate professional staff implemented plans to increase numeracy skills through engaging students in real world mathematical situations.

- ✓ Class profiles completed in consultation with student services staff and used to develop appropriate programming
- ✓ Mentorship and co-teaching utilized with assistance from a Numeracy Support Coach
- ✓ "Real life" math and Mathletics have support improvements in numeracy skills
- ✓ Addition of a Grade 9 Transitional Math class has assisted in remediating the skills of some of those students who struggle with math

Our Vision Statement

We aim to develop citizens who will be: well-rounded, involved, knowledgeable, supportive, respectful and responsible.

Our Mission Statement

In pursuing our aim we value:

- Justice that honours the individual
- A sense of community
- Service to others
- Compulsory learning
- Diversity of people and learning experiences
- A safe and healthy environment

School Profile

Number of teachers: 33
Number of students: 505
Grade levels: 9-12

School Highlights

These include:

- Advanced Placement
- Special Needs/Work Experience
- Visual and Performing Arts
- Dance
- Choir and Band
- Guitar
- Practical Arts and Human Ecology
- Robotics
- Competitive Athletics Program
- Sports Academies
- Cultural Exploration credit
- Graphic Technology
- Apprenticeship
- Self Directed Learning

- ✓ Addition of a Grade 9 accelerated math class for students who demonstrate a high level of proficiency and interest in pursuing advanced academic studies in mathematics
- ✓ Interactive and differentiated instruction have resulted in increased levels of student engagement

John Taylor Collegiate professional staff collaborated on strategies to strategically improve students' levels of personal responsibility and growth in academic achievement.

- ✓ Reading aloud and providing audio books have supported increased student participation in class.
- ✓ This continues to be an area for growth. Staff have agreed that it needs to be addressed more directly and with a school-wide approach which has been added as a main focus for the 2016-17 school plan

John Taylor Collegiate staff and students focused on improvement in the area of wellness and mental health, through participation in a variety of integrated and complementary activities to enhance and increase protective factors and minimize risk factors.

- ✓ Grade 9 camp – built connections with grade 9 students and supported transition to high school
- ✓ Several counselling groups completed– social skills and mindfulness training
- ✓ Our Peer mentorship group met with students with special needs several times throughout the year
- ✓ Addition of plants to the front link – many positive comments from students and staff indicating that it helped to boost mood particularly during winter months
- ✓ 30 students and 3 staff were trained in Source of Strength
- ✓ A mental health committee was established and represents a diversity of staff members
- ✓ A variety of mental health strategies were incorporated in the classrooms and throughout the school e.g. two weeks promoting positive mental health, guest speakers, wellness sessions, yoga, positive photo booth, nutritious snacks, etc.
- ✓ Breakfast bins were continued
- ✓ A Better Together group was continued to work with Grade 9 students and others who needed a better connection to staff and other students
- ✓ John Taylor students participated in a partnership program with the University of Manitoba. Students learned reading and recreational skills and trained to be leaders to younger students at Buchanan school.

John Taylor Collegiate staff and students demonstrated that they value the concept of social justice and recognize its importance for the betterment of an ever-changing world.

- ✓ Improved comprehension of literary text as a result of connections made to articles concerning global issues.
- ✓ Student trip to Nicaragua as a culmination of fundraising for two years with the Free the Children foundation.
- ✓ Students experienced working for a day building with Habitats for Humanity
- ✓ Students volunteered at Siloam Mission
- ✓ Take Action projects completed by every student in Global Issues class
- ✓ Significantly reduced the amount of plastic cutlery, Styrofoam cups and plastic water bottles for school events (for both staff and students)

Extra-curricular Activities

Large variety of activities and opportunities:

- Grade 9 Piper Mid-Nighter
- Piper Classics – Volleyball, Basketball, Hockey
- Cross Country, Track, Soccer, Badminton, Rugby, Ultimate, Baseball
- Drama and Improv
- Spring Musical
- Cheerleading
- Student Advisory
- Student Council
- Sustainable Wilderness
- AAA Programming

A Quick Snapshot of the Classroom

Mathematics: Our inaugural year with the Robotics program at John Taylor was a success! We are looking to further the program this year with students learning to code, program, and build robots to perform tasks. At our grade nine level, the mathematics department continued to collaborate with our divisional numeracy coach to enhance student understanding through various differentiated instruction techniques and engaging activities. At our grade twelve level, we had more students invested in our AP calculus course and last year we had two students scoring the maximum mark of 5 on their Calculus AP exam along with several others who qualified to receive a university credit in calculus. The mathematics department continues to build capacity in numeracy in all subject areas as part of our strategic plan.

English: The department has focused on closing the gaps in students' abilities to read and write. Measures to accomplish this include an assessment tool for literacy given to all grade 9's in the fall and in the spring, some release time for a literacy support teacher to assist specific classes, and a Reading is Thinking course to teach skills needed to be successful in all subjects. Additionally, the English department will initially be meeting with the science department followed by others, to discuss reading and writing strategies that can be applied to various content areas.

Science: The Science department focused on numeracy skills across disciplines and at all grade levels, with an emphasis on collecting, analyzing and presenting data, as well as drawing, reading, and interpreting graphical forms of data. Students used case studies to recognize and communicate relationships between science technology and society.

Social Studies: The Social Studies department continues to build community and develop a culture of sustainability. We are planning a trip to Churchill, Manitoba in fall 2016, which will allow the students to have a first-hand experience of our northern communities. We continue to celebrate community by encouraging all grade nine students to research an important Canadian and write a biography. Learning, using the Historical Thinking Concepts, is developing empathy in our students as they recognize the significant role of those that came before them through examining historical perspective.

Planning & Goal Setting

School goals are created using the Divisional Strategic Plan as the guideline (www.sjsd.net/planning). The goal setting process begins in early Spring and includes input from students, teachers, parents and the community. Goals are developed around the needs and direction of the various departments with student progress and achievement and our mission and vision statement as our focus.

This Year's School Goals and Priorities (2016-2017)

- 1. By June 2017, all students will demonstrate increased achievement levels in reading comprehension and written expression.**
 - Increased emphasis and opportunities to read non-fiction text e.g. journal articles, research, textbooks.
 - Increased emphasis and opportunities to write non-fiction.
 - Direct teaching of the revising process and the expectation that student writing will use this process on a regular basis e.g. providing evidence to support a claim.
 - Direct teaching of content specific vocabulary
 - Utilize the support of divisional literacy coaches and study strategies from Hattie.
 - Precision reading to develop automaticity in decoding to support reading comprehension.
 - Provide resource support in the classroom.
 - Demonstrations and examples/exemplars of what "excellence" looks like

- 2. By June 2017, all students will demonstrate increased achievement in the area of numeracy, developing and applying numeracy skills to meet a variety of curricular outcomes.**
 - Direct teaching of skills required to read, interpret and analyze data using differentiated instruction, graphic organizers, article analysis templates, etc.

- Utilize the support of divisional numeracy coaches.
- Conditioning Math to develop automaticity in basic math skills.
- Provide resource support in the classroom.

3. By June 2017, students will participate in a variety of integrated and complementary positive mental health activities that will enhance and increase protective factors and minimize risk factors.

- Sources of Strength training for staff (currently 30 students and 5 staff are trained)
- Continuation of staff mental health team – Pipers Promoting Positive Mental Health – with the additional development of a student mental health team.
- Continuation of Grade 9 connecting activities such as Piper Midnighter, Grade 9 Camp, Better Together.
- Direct teaching of positive coping strategies in the classroom e.g. positive self-talk, breathing techniques, “mindfulness minutes”.
- School and Divisional ESS staffed student support groups
- Staff PD mini sessions during staff meetings.
- Grade Level Meeting to address the role of stress and positive mental health coping strategies.

4. By June 2017, students will be active learners able to demonstrate a high level of academic achievement and personal responsibility.

- Direct teaching of subject specific study and test taking skills in the classroom
- Direct teaching of time management and organization
- Use of self-assessment and self-monitoring to develop learning goals in the classroom.
- Consistent implementation of the cell phone policy throughout all classrooms.
- Frequent parent/guardian communication when classroom expectations are not met e.g. quality of work, attendance, lack of supplies, etc.
- Direct teaching of Restitution in the classroom e.g. your job/my job, needs, how to meet needs in a positive way without hurting needs of self or others.

5. By June 2017, students will demonstrate that they value the concept of social justice and recognize its importance for the betterment of an ever-changing world.

- Direct teaching and sharing of the organizations and fundraising efforts that are supported around the school throughout the school year.
- Participation in the climate change conference
- Increased opportunities to discuss and analyze current issues/topics that relate to subject content and sustainability.
- Increased opportunities for participation in relevant workshops, field trips and guest speakers to make connections to “the outside world”.
- Increased recognition of the variety of cultures represented within JT.