

**Sir James Dunn Academy  
School Improvement Plan  
2018-2021**

DRAFT



Vision Statement

Connected, Positive, Proud

Mission Statement

*To Ensure All Become Life Long Learners In A Safe And Inviting Environment!*

Values

We value academic excellence in an inclusive, safe and respectful environment. Creative and collaborative approaches are sought for learning.

DRAFT

## School Profile

Sir James Dunn Academy is a comprehensive inclusive school comprised of grades 6-12. Along with a strong connection to community, we nurture the academic, emotional and physical needs of our students. By instilling a sense of pride in all we do, we create a positive learning environment where the individual needs for students are met.

### Geographic Boundaries of Student Population

The Town of Saint Andrews as well as the Chamcook, Bocabec, Bayside, Waweig make up the school's drawing area. The majority of our students attended Vincent Massey elementary school.

### Summary of Enrollments by Grade

All data is as of 30 September 2018

#### **Pupil Data**

<b>Grade</b>	<b>Number of Students</b>	<b>Grade</b>	<b>Number of Students</b>
<b>6</b>	<b>20</b>	<b>10</b>	<b>33</b>
<b>7</b>	<b>27</b>	<b>11</b>	<b>26</b>
<b>8</b>	<b>31</b>	<b>12</b>	<b>26</b>
<b>9</b>	<b>23</b>		
<b>Total</b>	<b>187</b>		

#### **Staff Data**

<b>Teachers</b>	<b>Educational Assistants</b>	<b>Librarians</b>	<b>Admin Assistants &amp; Custodians</b>
14.5	3	1	3

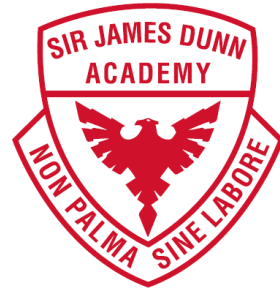
## Programs and Services Offered

Sir James Dunn Academy offers a full range of programs including:

- ❖ Level 1,2,3 and 0 Academic Programs
- ❖ Post Intensive French Grades 6-12
- ❖ Culinary Trades & Bakery Program
- ❖ Justified Accommodations, Modifications and Individualized Programs to fit the educational needs of students
  - ❖ Partnership with New Brunswick Association for Community Living transition to the workplace
  - ❖ Focus on Information Technology certification

## History

Sir James Dunn Academy was created and financed through the vision of Lady Beaverbrook. The school opened in September of 1966 with the first graduating class in 1967. Lady Beaverbrook's concept was that students should put total effort into their studies and extra curricular activities ranging from sports teams to art and cultural programs.



# DRAFT

**2018-2021**

**SMART GOALS**

**FOR**

**STUDENT ACHIEVEMENT**

**SMART Goal:** By the end of grade 8, 100% of middle level students will participate and 90% will score in the Appropriate Level or above for the grade 9 ELPA. Provincial Mandated Target is 85%

2013-2014 - BAA 12% AA 73% SA 15% \* 88% Success

2014-2015 - BAA 28% AA 57% SA 14% \* 71% Success

2015-2016 - BAA 12% AA 68% SA 20% \* 88% Success

2016-2017 - BAA 5.9% AA 76.5% SA 17.6% \* 94% Success

2017-2018 - BAA 11.5% AA 69.2% SA 19.2% \*88.5% Success

**Performance Target:** By the end of June 2018, all current grade 8 students will participate in an ELPA readiness assessment and 90% score in the Appropriate range or above.

<i>Foci</i>	<i>Strategies</i>	<i>Indicators of Success</i>	<i>Time Line</i>	<i>Responsibility</i>	<i>Status</i>
<b>Curriculum</b>	Elements of Daily 5 Book Club - Flex grouping 7/8 Diagnostic (Literacy Supervisor) Intervention Plan Reading Tutor 120 Reading recovery plan/program ELPA Remedial Help Group RAZ kids Annual Running Records Vocabulary Building Exercises	All students are aware of and practice the 5 elements of Daily 5.        Increase in reading levels	Ongoing Feb – Mar   March	Middle Level Team   Audrey Norman Michelle Feeney Shawn Corey Middle Level Literacy team Anthony Carey	On going
<b>Assessment</b>	ELPA readiness assessment		End of Grade 8	Middle Level Team	On going

**SMART Goal:** All teachers and support staff will work to expand PBIS and implement restorative practice.

**Performance Target :** To have 100% of all staff trained in PBIS

<i>Foci</i>	<i>Strategies</i>	<i>Indicators of Success</i>	<i>Time Line</i>	<i>Responsibility</i>	<i>Status</i>
<b>Curriculum</b>	<p>Connected, Positive, Proud Branding</p> <p>Provide PBIS training to the remainder of SJDA staff.</p> <p>Restorative Practices and restitution as a focus for disciplinary issues.</p> <p>Girls Supporting Girls</p> <p>Aimee Short – Respect and diversity resource</p> <p>SRC initiatives such as Winter Carnival, Theme days, Hat days, fundraisers</p>	<p>Increase Attendance to school and school events.</p> <p>Girl attendance at meetings, dress exchanges, etc.</p> <p>Attendance on theme days, \$ for hat days</p> <p>SRC Post-event debriefs</p>	<p>September 2018</p> <p>January 2019.</p> <p>January 23, 2019 training</p> <p>Ongoing</p>	<p>All staff</p> <p>Ms. Norman &amp; Mrs. Grant</p> <p>Mr. O’Leary &amp; Ms. Norman</p> <p>Mrs. Pearson</p> <p>SRC</p>	On going
<b>Assessment</b>					
<b>Data Collection</b>					

**SMART Goal:** To integrate and highlight numeracy sense and literacy skills in a cross curricular approach.

**Performance Target:** 100% of teachers will employ or initiate efforts to include numeracy and literacy in all or most curriculum when appropriate

<i>Foci</i>	<i>Strategies</i>	<i>Indicators of Success</i>	<i>Time Line</i>	<i>Responsibility</i>	<i>Status</i>
<b>Curriculum</b>	Social Studies curriculum includes such numeracy outcomes as budgets and population density Making “reality checks” Ratios from math, can be used in Social Studies to build scaled diagrams Word problems including abstract concepts Modelling note-taking strategies (graphic organizers). Encouraging students to predict, model and interpret data Vermiculture – looking for opportunities for measurement and counting		September 2018 ongoing	All Staff  Mr. Richardson	
<b>Assessment</b>	Students are assessed using balanced assessment practices (e.g. formative, summative, triangulation of data.)	Increased consistency of assessment practices with teaching staff.	2018-2020	All Teaching Staff	
<b>Data Collection</b>	To ensure that proper categories are being used in Power School (bins)	Increased consistency with weighting for each of the assessment methods.	2018-2020	All Teaching Staff	



**SMART Goal:** Incorporate appropriate differentiation skills and strategies for staff and students with an emphasis on integrating and fostering critical competencies and assessment practices.

**Performance Target:** 100% of staff will become confident and competent with Global/Critical Competencies

<i>Foci</i>	<i>Strategies</i>	<i>Indicators of Success</i>	<i>Time Line</i>	<i>Responsibility</i>	<i>Status</i>
	<p>Invite Mark Perry from ASDS to provide PL for staff on the critical competencies including: critical thinking, citizenship, entrepreneurship, innovation, personalized learning and leadership in teaching and learning.</p> <p>Demonstrate qualifications to be deemed as an UNESCO school.</p> <p>Mrs. Clarke is participating in the district PL.</p>	<p>Qualitative data (quality of student work and variation of assessments given) will be ongoing and monitored by the teacher throughout the semester as well as teacher reflections.</p>	<p>Spring 2019</p> <p>January 2019</p>	<p>All Staff at SJDA.</p>	
<b>Assessment</b>					
<b>Data Collection</b>					

SMART Goal: Social Emotional Learning.....

***Investigate & integrate social emotional resilience training. (Yale Ruler Approach)***

**Performance Target: 100% of staff will receive training on social and emotional needs, conflict resolution, non-violent crisis intervention, etc.**

<i>Foci</i>	<i>Strategies</i>	<i>Indicators of Success</i>	<i>Time Line</i>	<i>Responsibility</i>	<i>Status</i>
<b>Curriculum</b>	<p>All teachers and support staff will complete a mental health first aid program.</p> <p>All teachers and support staff will receive professional learning on Trauma Informed Practice, self-regulation strategies, and recognition of triggers.</p> <p>Teachers are modelling zones of regulation for grades 6 – 9</p> <p>Individualized exit strategies</p>	<p>Students are better able to describe their emotions and to deal with emotional challenges. Office referrals and supports will be discussed at ESST and SOS will be activated.</p>	<p>June 2020</p> <p>September 2018</p>	<p>Ms. Norman</p> <p>Ms. Brennan &amp; Erin Atkinson</p>	<p>On going</p>
<b>Assessment</b>					
<b>Data Collection</b>					

**SMART Goal:** All teachers and support staff will receive professional learning on LGBTQ inclusive education.

Establish a mentorship program between high school and middle school GSA.

**Performance Target:**

<i>Foci</i>	<i>Strategies</i>	<i>Indicators of Success</i>	<i>Time Line</i>	<i>Responsibility</i>	<i>Status</i>
<b>Curriculum</b>	Students attended a conference and a middle level GSA has been established 19 High school students attended the provincial GSA conference Send a contingent to the National GSA conference in Fredericton Succession planning for the future	Improved language Visibility (posters, rainbow flag etc.) Climate is more supportive	2018-2021	Mr. Carey Mr. Corey	
<b>Assessment</b>					
<b>Data Collection</b>					

## Parent School Support Committee

**SMART Goal:** Ensure parents of 9-12 students are provided education regarding the access and use of the parent portal by January 2019.

**Performance Target:**

<i>Foci</i>	<i>Strategies</i>	<i>Indicators of Success</i>	<i>Time Line</i>	<i>Responsibility</i>	<i>Status</i>
<b>Curriculum</b>	Introduce the Parent Portal at our Open House.	Currently 33% of parents are able to logon. Our goal for 2019 is 60%.	January 2019	Mr. O'Leary Audrey Norman Karen Arsenault	
<b>Assessment</b>					
<b>Data Collection</b>	Introduce students to the student portal.	85% of Grade 9 to 12 students with regular access.	February 2019	Mr. O'Leary Audrey Norman Karen Arsenault	