

## **Ron Brent School Plan**

### ***Who we are...***

Ron Brent is located on the traditional unceded territory of the Lheidli T'enneh, Ron Brent is centrally located between Queensway and Victoria Street in downtown Prince George. Ron Brent opened in 1953, replacing the former Connaught School that burnt down in 1951. The school enrolls between 200 and 225 students. All students are within walking distance of the school, coming from the Connaught-Millar Addition areas of the city.

Ron Brent offers a wide range of programs focusing on academic achievement and the development of strong positive social skills. The school provides a large array of support services, including ELL/ESL program, Strong Start, YMCA daycare, the Ron Brent clothing closet, counsellor, youth care worker, Indigenous Education workers, Indigenous Education Social Worker, support teachers, a community school coordinator, and offers a breakfast and lunch program to families. Ron Brent also participates in School District #57's Comprehensive Academic Intervention Strategy (CAIS).

We offer a large range of programs to complement our academic programs, including the Rainbow Club, focusing on creating a safe place for all students regardless of gender identity or sexual orientation. A homework club operated both during recess and lunch hours to support students wishing to receive extra help. A life skills program that teaches Grade 6 and 7 students about budgeting, grocery shopping and meal planning. As part of our life skills program, our students volunteer at various community organizations such as the Salvation Army, to give back to those that support us.

## Truth and Reconciliation

### Goal #1:

We will work with our staff to ensure the TRB calls to action are understood and implemented. We will focus on creating and enhancing our school space to ensure that it is welcoming to our students, parents and community so we are able to reconnect with the community and reflect the local culture.

#### **Strategies**

- Review curriculum to indigenize with local content and decolonize to allow academics to be learned through a cultural and inclusive lens
- provide opportunity for mentorship and collaboration with staff in the education of Residential Schools, Indigenous culture and Indigenous languages by providing opportunity and access to the offers of the indigenous education department
- Wednesdays are targeted as Indigenous afternoon of learning throughout the year – Decoding otherness – utilize Katie Marren as a support
- Utilize Kelsey McDonald to help us incorporate First Peoples Principles of Learning into our practice
- Continue our site-based scan to look for areas that need to be decolonized
- Reconnect with community by welcoming them back into our building with a series of open houses
- Deconstruct and decolonize the language we use daily when communicating with parents and community
- provide access to professional learning for staff about Truth and Reconciliation Calls to Action and Trauma Informed approaches

#### - **Success Measures**

- We will look to our Student Learning Survey administered in grades 4 and 7 to measure the percent of students identifying if they feel welcomed at school and if school is a place where they feel like they belong. We expect to see an increase of 10% or more for students reporting that they feel welcomed and belong at school after our implementation plan.

Do you feel welcome at your school?

2016/17	19	76	8	11	58	-6
2017/18	19	76	6	13	68	9
2018/19	14	67	-8	9	43	-14
2019/20	16	73	1	12	52	-7
2020/21	20	69	-2	12	52	-5

Is school a place where you feel like you belong?

2016/17	17	68	13	9	47	-6
2017/18	15	60	6	10	56	11
2018/19	9	45	-12	9	43	-3
2019/20	10	45	-9	11	48	3
2020/21	8	28	-22	11	48	5

## **Equity of Access**

### **Goal #1:**

Enhance our learning environment to build supports to ensure all students have access to personalized learning.

#### ***Strategies:***

- Increase our communication with students and families while developing personalized learning supports to remove barriers for their success
- Utilize the new pilot program with inclusive education to find new ways to support our students
- Clarify and communicate our process for addressing racism and discrimination within our system
- Review curriculum to indigenize with local content and decolonize to allow academics to be learned through a cultural and inclusive lens
- Utilize Kelsey McDonald to help us weave indigenous curriculum into our practice
- Provide professional learning to staff about Continuums of Support at the school and district level
- Afterschool academic support club for learners
- Utilize the YMCA Alternate to Suspension program for students

#### ***Success Measures:***

- Reduce the number of students on partial day programs
- Reduce number of suspensions by looking to Restorative Practices over traditional discipline

### **Goal #2:**

Enhance opportunity for students to connect to people, place and land.

#### ***Strategies:***

- Move forward with our indigenous garden plans
- Access elders in our community to teach about our traditional plants
- Continue working with our students on Adventurous Play with Risk Assessment
- Utilize opportunities to connect learning to land (i.e., walking curriculum)

#### ***Success Measures:***

- Reduce the number of students on partial day programs.
- Have indigenous garden planted.

June 2021	15 students on partial days
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## Wellness

### Goal #1:

To increase students' sense of belonging, self-concept and perseverance.

#### **Strategies**

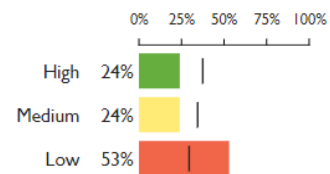
- Review afterschool supports
- Identify barriers associated to afterschool supports
- Implement curriculum focused on identity and belonging
  - Circle of Courage
  - Medicine Wheel Teachings
  - Growth Mindset

#### **Success Measures**

- Increase students' perseverance on MDI index by 10% after implementation.

#### **PERSEVERANCE**

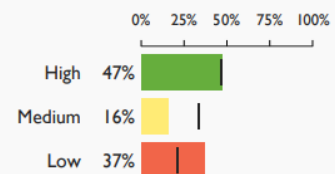
Perseverance refers to determination. It means putting in persistent effort to achieve goals, even in the face of setbacks. e.g. "Once I make a plan to get something done, I stick to it."



- Increase students' feelings of optimism on the MDI index by 10% after implementation.

#### **OPTIMISM**

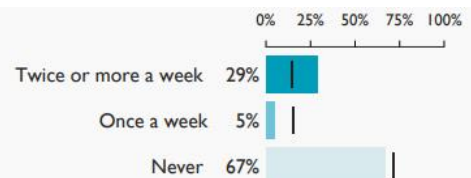
Optimism refers to the mindset of having positive expectations for the future. e.g. "I have more good times than bad times."



- Increase student participation in afterschool clubs to help promote sense of belonging as measured by the MDI index by 10%

#### **YOUTH ORGANIZATIONS**

For example: Scouts, Girl Guides, Boys and Girls Clubs, or some other group organization.



## Learning

### **Goal #1:**

Increase our Literacy for indigenous learners, children and youth in care and students with diverse abilities/disabilities.

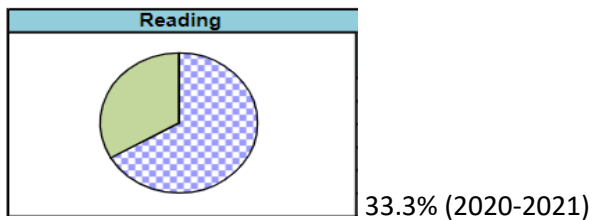
### **Strategies:**

- Literacy Intervention blocks
- Focus on continual feedback
- Focus on early intervention and putting supports in place to allow students to see success
- Offer staff opportunity to consult with district level learning sessions and supports
- Nancy Reid and Lynnette Turcotte weekly support working with teachers
- Pilot program with Inclusive Education – weekly support

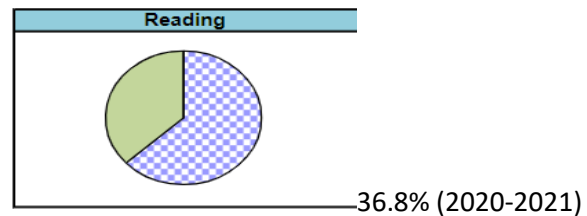
### **Success Measures:**

- FAS results for grades 4 and 7 will increase by 10% with our implementation of strategies in reading
- Individual BAS result will show learners are all within 2 reading levels of grade level

**Grade 4 - 2020/21**



**Grade 7 - 2020/21**



**Goal #2:**

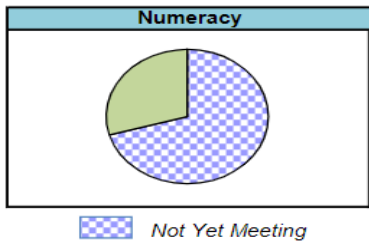
Increase our Numeracy scores for indigenous learners, children and youth in care and students with diverse abilities/disabilities.

**Strategies:**

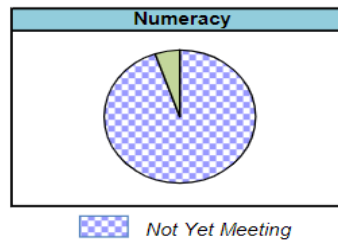
- Work with students using the SNAP math assessment tool
- Focus on continual feedback
- Focus on early intervention and putting supports in place to allow students to see success
- Offer staff opportunity to consult with district level learning sessions and supports
- Provide staff access to district level math support teacher
- Pilot program with Inclusive Education – weekly support

**Success Measures:**

- FAS results for grades 4 and 7 will increase by 10% with our implementation of strategies in numeracy
- SNAP assessments school wide will increase by 10% with our implementation of strategies from September 2021 to June 2022.



Grade 4 29.4% (2020-2021)



Grade 7 5.3% (2020-2021)