



# RON BRENT ELEMENTARY SCHOOL

## SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

1401 – 17<sup>th</sup> Avenue, Prince George, BC, V2L 3Z2

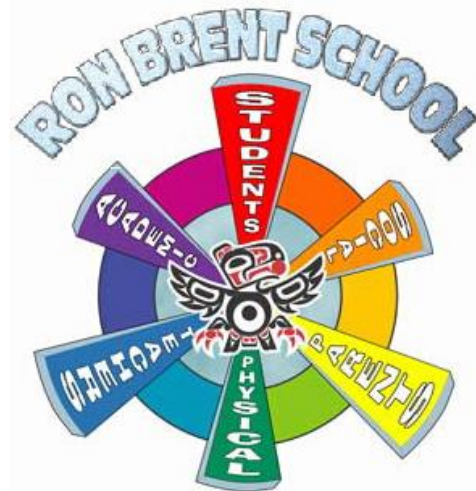
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### School Profile

Ron Brent Elementary School is a K-7 school centrally located in downtown Prince George. The school was previously named Connaught and was first opened in 1915. After it burned in 1951 it was rebuilt, and then renamed in 1978 after a long serving teacher, Mr. Ron Brent. A complete renovation in 1988-99 gives us the modern facility that continues to serve as a hub for the community, serving students within walking distance from a diverse cross-section of the city.

Ron Brent Elementary currently enrolls 220 students, and has a vibrant population of Aboriginal students from Bands and Nations across the north, comprising nearly 60% of our students! The school provides a comprehensive array of support services and staff, including a strong English Language Learning (ELL) program, counseling, youth care worker, Community School Coordinator, Aboriginal Social Worker and Aboriginal Education Workers, support teachers, and breakfast and lunch programs. Ron Brent has school-wide policies and procedures in place, ensuring a safe and positive environment for all students and staff. The staff at Ron Brent are as energetic, dedicated, caring, and professional as you will find anywhere in the province. The staff are constantly striving to achieve academic success and social development, providing an outstanding learning environment for our students.

Parents are a driving force in the development of the school. The PAC meets regularly, and plans fund raising activities and fun events such as dances, community breakfasts, and fun fairs.



*Respect, Responsibility, Cooperation*  
*"Something to Rave about"*



## Data Summary

### Literacy

Students at Ron Brent continue to work towards success in all subject areas. Improving student success in the area of literacy is a school-wide goal. Our focus will be to use the Comprehensive Academic Intervention Strategies (CAIS) and Fountas and Pinnell resources to increase our reading results. We will also pilot the After School Academic Proficiency (ASAP) program as an intervention for Primary students. Achievement will be monitored through a variety of assessments, including the BAS, DRA, and DART.

### Numeracy

Improvement in Numeracy is also a focus of CAIS. Teachers will use the Math Focus resource with an emphasis on hands on learning by incorporating the use of manipulatives.

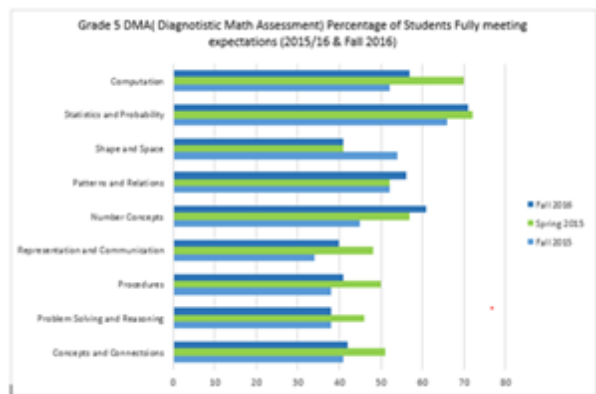
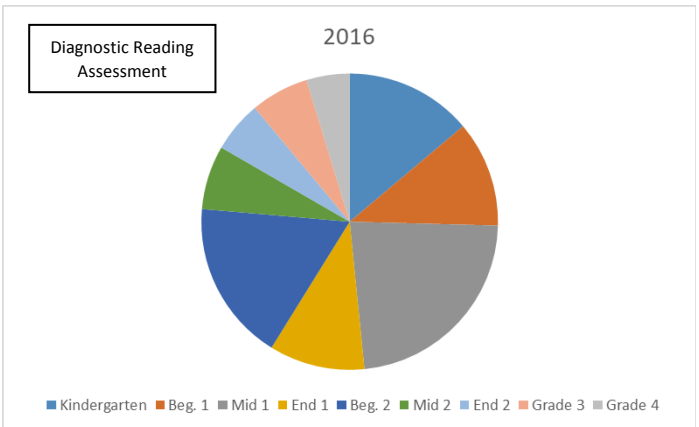
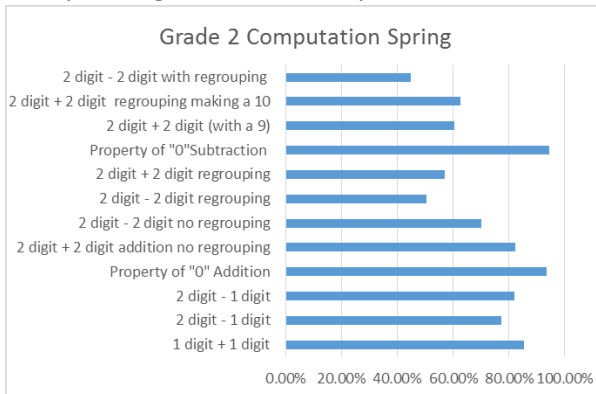
Literacy		
Assessment Measure	Grade Level	% of Student Meeting Expectations (all results Spring 2017)
EPRA fluency	K/1	34%
DRA	2	51%
DART	3	63%
DART	6	52%

BAS: Benchmark Assessment System \* *new this year*

DRA: Diagnostic Reading Assessment

DART: District Assessment of Reading Team

EPRA: Early Primary Reading Assessment



Numeracy		
Assessment Measure	Grade Level	% of Student Meeting Expectations
FSA	4	39%
FSA	7	33%



### **Aboriginal Student Learning**

Ron Brent Elementary honors and supports the diverse history and cultures of Aboriginal people. Together we create an environment where all students feel welcome and safe. Improving parent participating in the school is a priority. We have three main goals in this realm:

- To increase opportunities for Aboriginal students to participate in Youth Leadership activities
- To increase Academic achievement for Aboriginal Learners
- To increase knowledge and respect for Aboriginal Culture and History for all students

We will work towards these goals by continuing to participate in school and municipal student leadership events, hosting school-wide events such as the Learning Feast, After School Academic Proficiency programming (ASAP), regularly involving Elders in the school, and developing culturally relevant lessons in collaboration with Classroom Teachers and Aboriginal Education staff.

We will monitor progress towards our goals through collaboration with our Aboriginal Education staff, the District's Focus Leaders, and data from the following sources:

- Attendance
- Reading results
- Participation in extra-curricular activities
- Parent involvement
- Restitution & Restorative Practices



### **Skills, Trades and Careers**

Ron Brent Elementary will continue to explore the revised curriculum and new resources to expand understanding in relation to career preparedness. Staff will access district initiatives and use and develop resources including:

- Find Your Fit
- Canfor Trades program
- DLC resources (Little Bits, Makey Makey, Maker kits)
- Maker projects in the classroom

Teacher assessments will analyse the effectiveness of students work together, to plan, develop, revise and implement projects. Testing and making projects, and sharing and reflecting will be part of student portfolios, and in some classes communicated with parents through Fresh Grade.

We will review and reflect on our work at monthly staff meetings, as well as Primary Progress/CAIS and Intermediate meetings. Approaches to teaching will be adjusted as well through the work of Learning Teams, PLC, and professional development over the course of the year. Sources of data will include:

- Number of students attending CTC
- Number of classrooms using the Maker approach in the classroom
- Number of classrooms/students using MyBluePrint



# School Plan for Student Learning

## 2017-2021

### Learning

An inclusive learning environment that provides high quality instruction and learning experiences.

Critical thinking, creativity, problem solving and growth mindset are considered central to academic, social and emotional learning

- ✓ All students will master fundamental academic skills to their individual potential, including literacy, numeracy and knowledge of the sciences.  
All students will master multiple literacies, including: artistic, cultural, environmental, financial, linguistic, physical, social/emotional and technological.
- ✓ All students will master healthy social and emotional competencies to their individual potential, including self-awareness, resilience, motivation and adaptability.
- ✓ All students will seek to achieve physical, emotional and social wellbeing and be prepared to participate fully as an educated local and global citizens

### Engagement

A community of parents, families, community organizations and community leaders who are broadly and meaningfully engaged in students' learning.

- ✓ Support a community of parents, guardians, families, community organizations and community leaders who are broadly and meaningfully engaged in students' learning.

### Opportunity

A learning environment that provides our community of learners with the opportunities needed to achieve their short and long-term goals.

- ✓ Increase the overall academic, literacy, numeracy, transitions and overall graduation rates of Aboriginal students  
Increase the knowledge and skills of environmental stewardship and Traditional Environmental Knowledge for all students and educators  
Increase Aboriginal Ways of Knowing to support learning for all students, educators, administrators and staff  
Increase a sense of belonging, cultural safety and identity for Aboriginal students
- ✓ Provide opportunities and experiences for all students to develop Career Pathways that align with their skills, knowledge, values, and dispositions
- ✓ To provide a learner focused, responsive and flexible education for all students



ALL STUDENTS WILL MASTER FUNDAMENTAL ACADEMIC SKILLS TO THEIR INDIVIDUAL POTENTIAL, INCLUDING LITERACY, NUMERACY AND KNOWLEDGE OF THE SCIENCES.

ALL STUDENTS WILL MASTER MULTIPLE LITERACIES, INCLUDING: ARTISTIC, CULTURAL, ENVIRONMENTAL, FINANCIAL, LINGUISTIC, PHYSICAL, SOCIAL/EMOTIONAL AND TECHNOLOGICAL.



### School Specific Goals

- **READING:** Increase percentage of students meeting expectations in reading by 5% each year.

### Achievement Strategies

- Developing a Growth Mindset
- Levelled reading groups
- School wide scheduling targeted to optimize classroom supports during reading blocks (ELL, LA & Education Assistants)
- New resources: Fountas and Pinnell & Nelson Literacy
- Implementation of the After School Academic Proficiency Program (ASAP)
- Implementation of the Levelled Literacy Intervention (LLI)
- Common Assessment – Benchmark Assessment System (BAS)
- Implementation of Daily 5
- School wide read to self
- Rotary Readers
- Uninterrupted reading instruction
- Buddy reading
- “Ron Brent Reads” – partnership with Prince George Public Library
- Recognition assembly - monthly celebrations of growth in & commitment to reading
- Book exchange – in school (Ron Brent Front Lobby)
- Book exchange – outside school (Ron Brent – Outside)
- Increase parental involvement connected to goal of improving reading results

### Quality Indicators

- DART
- BAS results
- Number of students participating in ASAP
- Number of students in LLI Groups



- Comparison of results of BAS for students receiving LLI
- Progress logs
- Log number of volunteers & parental involvement

ALL STUDENTS WILL MASTER HEALTHY SOCIAL AND EMOTIONAL COMPETENCIES TO THEIR INDIVIDUAL POTENTIAL, INCLUDING SELF-AWARENESS, RESILIENCE, MOTIVATION AND ADAPTABILITY.

ALL STUDENTS WILL SEEK TO ACHIEVE PHYSICAL, EMOTIONAL AND SOCIAL WELLBEING AND BE PREPARED TO PARTICIPATE FULLY AS AN EDUCATED LOCAL AND GLOBAL CITIZENS

#### School Specific Goals

- GROWTH MINDSET: Students, parents, and staff will demonstrate a growth mindset

#### Achievement Strategies

- Explicit teaching and use of consistent language and skills around the development of a Growth Mindset
- Growth Mindset to be a focus of both primary and intermediate assemblies
- School wide literacy events and celebrations
- Assembly demonstrations, role plays, reading strategies
- Adrienne Gear “Reading Power” resources and posters around the school to help familiarize parents
- Focus praise on work ethic and willingness to persevere when things get difficult
- Support and coaching provided during homework club

#### Quality Indicators

- Enthusiastic readers
- Improvement in achievement outcomes
- Students moving up levels
- Engaged parents
- Celebration with parents
- Records of parent participation
- Rubric based on “Can do/needs help”
- Using skills and strategies at school/home
- Survey to assess attitudes towards reading



SUPPORT A COMMUNITY OF PARENTS, GUARDIANS, FAMILIES, COMMUNITY ORGANIZATIONS AND COMMUNITY LEADERS WHO ARE BROADLY AND MEANINGFULLY ENGAGED IN STUDENTS' LEARNING.



### School Specific Goals

- PARENTS & COMMUNITY: Increasing community and parent engagement with student learning.

### Achievement Strategies

- Increase parent involvement in the Raven Room, and throughout the school
- Rotary Readers: one on one reading with adults
- Raise a Reader Grant: Reading, Regulation & Relationships
- Counselling: Native Healing Center
- Artists in the Classroom: Studio 2880,
- Prince George Public Library: Ron Brent Reads, book exchange, field trips
- Field trips to Riverbend
- YMCA
- Teach and use consistent language and skills
- School wide assemblies, events, and celebrations
- Local athlete involvement (Cougars, community sports, Duchess Park Sec. seniors)
- Consistent scheduling for interventions

### Quality Indicators

- Engaged parents and community members
- Celebration with parents, records of parent participation
- Survey to assess attitudes towards reading
- Engaged parents, engaged students
- Increased attendance rates
- Using skills and strategies at school/home







INCREASE THE OVERALL ACADEMIC, LITERACY, NUMERACY, TRANSITIONS AND OVERALL GRADUATION RATES OF ABORIGINAL STUDENTS

INCREASE THE KNOWLEDGE AND SKILLS OF ENVIRONMENTAL STEWARDSHIP AND TRADITIONAL ENVIRONMENTAL KNOWLEDGE FOR ALL STUDENTS AND EDUCATORS

INCREASE ABORIGINAL WAYS OF KNOWING TO SUPPORT LEARNING FOR ALL STUDENTS, EDUCATORS, ADMINISTRATORS AND STAFF

INCREASE A SENSE OF BELONGING, CULTURAL SAFETY AND IDENTITY FOR ABORIGINAL STUDENTS



### School Specific Goals

- ATTENDANCE: To improve overall attendance of our aboriginal students
- READING: To raise the reading levels of our aboriginal learners
- PARENTAL INVOLVEMENT: To increase parent participation in the school

### Achievement Strategies

- Regular review of attendance on a weekly basis
- Continue to connect with parents regarding attendance concerns (i.e. phone calls, home visits)
- Sending attendance letters home
- To develop and teach our students the qualities and characteristics of a Growth Mindset
- AEW to offer additional support to families to help meet their needs (i.e. connect to resources)
- AEW directly involved in the delivery of the After School Academic Proficiency Program
- AEW support small groups in classroom reading
- AEW to run and support extra-curricular activities (i.e. hockey, basketball, running, afterschool programs)



- AEW to support daily breakfast and lunch programs
- Raise a Reader Grant: Reading, Regulation & Relationships
- Increase student and parent connection to the “Eagle’s Branch” room

#### Quality Indicators

- Improved attendance outcomes
- Increase in reading levels
- Improved self-esteem



PROVIDE OPPORTUNITIES AND EXPERIENCES FOR ALL STUDENTS TO DEVELOP CAREER PATHWAYS THAT ALIGN WITH THEIR SKILLS, KNOWLEDGE, VALUES, AND DISPOSITIONS

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#### School Specific Goals

- Continued participation in the Canfor Trades program
- Maker projects in the classroom
- Learn to Skate and Hockey programs, boxing, martial arts, Iceman and Little Mudder competitions to provide athletic opportunities for goal setting

#### Achievement Strategies

- Access to programs (Find Your Fit, My Blueprint, Canfor Trades, etc.)
- Access to resources (Little Bits, Makey makey, maker kits, etc.)

#### Quality Indicators

- Increased participation in programs offered
- Increased attendance rates
- Integration of maker projects in the core subject areas



TO PROVIDE A LEARNER FOCUSED, RESPONSIVE AND FLEXIBLE EDUCATION FOR ALL STUDENTS.

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### School Specific Goals

- To ensure structures are in place to meet the needs of our students who require additional services and supports above and beyond the classroom (i.e. students with a Ministry of Education Designation)

### Achievement Strategies

- Continue to create and support a systematic approach focussed on Social Emotional Learning – The Raven Room
- Provide students with access to outside agency support – Native Healing Center
- Liaise with parents and community resources to assist in ensuring students are receiving the appropriate supports they require
- Continue to advocate for Psychoeducational testing whether through SD57 or outside agencies
- Continue to advocate for speech assessments and interventions
- Ensure support teachers have the opportunity to review Individual Education Plans (IEP's) with both teachers and parents
- Ensure support teachers have the opportunity to host Integrated Case Management Meetings (ICM's) as required

### Quality Indicators

- Monitor school level support structures (ie: deployment of EA time, completed logs, individual IEP goals, etc.)
- Raven Room weekly collaboration meetings, staff meeting share-outs
- Continue to fully utilise Native Healing Center supports in the school

## Summary

At Ron Brent Elementary we are a community of learners, working towards incorporating community involvement, and challenging our students to greater independence and increased academic success. We are confident, and also curious, to see how some of our intervention strategies will help our students and families. We believe that improved academic success and a better understanding of ones' self will lead to empowered, engaged citizens.

We are also excited to continue our work on growth mindset. Staff, students, parents, and community members work together in a positive environment, enjoying the learning journey together. We expect the culture we are creating will have a positive effect for years to come.

Our focus on reading is particularly exciting. Through our partnership with the Public Library, Prince George Rotary, and other community and school resources, we are encouraging the mindset that everyone is a reader. We are dedicated to celebrating literacy, and engaging our school community in reading.



Ron Brent Elementary

# Something to **RAVE** About!

