



Fireside School

School Education Plan 2024/25



December 2024



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2023 – 2027 Four-Year Education Plan

Focus on the Future

The 2023 – 2027 Education Plan was shaped around goals important to our community of parents/guardians, students and staff: advancing students' numeracy and literacy skills; building future-ready students; and creating inclusive, engaging, healthy learning opportunities for all students. Collectively, these goals build a foundation on which our students can grow and flourish in life.



Advancing students' numeracy and literacy skills

Numeracy and literacy skills remain the cornerstone of learning; building these skills in students is critical for all our teachers. RVS is committed to using proven, research-based, effective strategies to help students read, write and perform math. Our AERR will showcase the results of this focus.



Building future-ready students

RVS students will be ready for the future, in any path they choose. This will be accomplished through the achievement of Alberta student competencies: critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being.

Creating inclusive, engaging, healthy learning opportunities for all students

While focusing on numeracy, literacy and critical student competencies, RVS students will also find joy and engagement in their learning. Consistent teaching practices help to create positive and inclusive learning experiences for everyone; RVS will use division practice guides to assist with this to help create inclusive, engaging and healthy learning opportunities for all.



Priorities

RVS will achieve the goals in the Education Plan by...

Providing active learning

Students have an authentic voice in their learning while being provided choice in the best ways to demonstrate their understanding.

Effective instruction and assessment practices

Meaningful, relevant teaching and assessment opportunities will be delivered while integrating Indigenous Ways of Knowing.

Creating communities of inclusivity

All students are connected to each other and their larger communities, creating thriving, positive students who belong.

Promoting healthy, safe environments

Students learn best when they are well and feel secure and respected.

Administrators' Message

The development of the yearly School Education Plan is an opportunity for staff, students, and our community to reflect on the past and to plan, assess, and adjust priorities for the current school year. Fireside School continues to grow, just as the community we support does; this includes adding six new portables to accommodate our growing enrollment by the end of the 2024/25 school year. We have become accustomed to this evolution of our school, with staff, students, and the community embracing the change that comes from serving a growing community. While embracing change is a constant reality, it is still crucial we support continuity in our educational policies and initiatives that support the growth of students. The 2024/25 Fireside School Education plan was developed with the intention of building on the priorities and accomplishments of the 2023/24 school year. The 2023/24 school year was the first year of a new four-year educational cycle, and it provided Fireside with an opportunity to research, explore, and begin implementing goals that aligned with Rocky View School's educational plan. Outlined below is an overview of those strategic goals, and in the pages to follow, we offer a detailed description of our progress and what we hope to accomplish in our continuing effort to support the academic, physical, and social/emotional growth of the students of this community.

Fireside School continues to prioritize the importance of developing students' literacy skill sets, a goal that will continue for 2024/25 academic year. To ensure we are doing the best we can with our literacy goal, we are working hard to implement the most current practices, whether that be with the whole grade, in a classroom, or with individual students. We also recognize that an essential component of a student's love of literacy is supporting them when they are not at school. This is why we once again want to work in partnership with you, the parents, to build a child's success and love of reading. By working together, we can continue to find success for our students and their literacy goals.

Our second goal supports the Fireside School community's understanding of how each of us can coexist positively and successfully with others. Positive Behavioural Interventions and Supports (PBIS) is a purposeful, systematic approach to fostering a supportive school culture and something that Fireside School has been implementing for the past three years. As we enter our fourth year of PBIS, we continue to see the benefits to our overall school culture and are excited to move to the next stage of its implementation.

Our final school wide goal for the 2024/25 year is to further enhance our commitment to instructing and celebrating the importance of diversity. As was the case last year, our approach to this important work will be multi-faceted and will include a focus on instruction of Indigenous understandings. Some of this learning will be done in collaboration with the Rocky View Schools Indigenous Learning Department. In addition to Indigenous learnings, we will further celebrate the various forms of cultural diversity that make up our school and broader community.

Fireside School is in its eighth year of operation and has grown from 330 students to well over 900. One consistency throughout this change, however, has been the amazing support of the individuals that make up this community. Whether you are a parent, staff member, or (most importantly) a student, your commitment and passion for this school is what enables it to continue to grow, adapt, and flourish. We are excited and honored to see how Fireside will continue this growth for the 2024/25 school year.

On behalf of all of us at Fireside School, thank you for your support.

Dave Banderk, Jason Ness, and Kirsty Reade

School Profile

<p>Principal: Dave Banderk</p> <p>Assistant Principal(s): Jason Ness & Kirsty Reade</p> <p>Website: https://fireside.rockyview.ab.ca</p>	<p>Mission:</p> <p>We endeavour to support our learners by making learning interactive and meaningful. We strive to develop the whole child through thoughtful, intentional educational processes, connection to the real world, and responsiveness to change. Creativity, curiosity, and compassion are cultivated and supported in all learners. Through working and playing in our school, in our community, and outdoors, we are mindful of the goals of Rocky View Schools, the province, and our school community.</p> <p>Vision/Purpose/Beliefs:</p> <p>We develop learners as whole persons, who are both academically and socially resilient. Learners are prepared and receptive to successfully and independently venture into unknown challenges they encounter in their journeys through life.</p>
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Total Number of Students: 920

Grades Served: Kindergarten to Grade 8

Total Number of:

- Classroom Teachers: 37
- Learning Support Teacher(s): 3
- Learning Assistant(s): 9
- CDA(s)/Guidance Counsellor(s): 2
- Learning Commons Facilitator(s): 1
- Office Staff: 3
- Caretaking Staff: 6

School Diversity Profile

As with all Rocky View Schools, Fireside School reflects a rich and diverse learning community. Notably, 5% of our students self-identify as Indigenous, and 5% of our students are identified as English as An Additional Language learners. As an inclusive school, we welcome 11 per cent of our students who have significant learning needs. Additionally, our school offers student leadership programs both within and outside of the timetable, athletic programs, intramurals, and various clubs based on student interests. We also purposefully celebrate and recognize culturally meaningful days within the school year, such as National Day for Truth and Reconciliation (Orange Shirt Day), Remembrance Day, and Anti-Bullying Day (Pink Shirt Day).

Student Feedback from Spring 2024

What do students think are some things that are going well?

- “Even though we have lots of students in the school, they are doing things to improve the school so we can all fit here and make everyone feel welcome.”
- “There are lots of extracurricular things to do including sports teams, intramurals and clubs.”
- “Teachers care about us and want us to learn, they make the curriculum interesting.”
- Grade 6, 7 and 8 students enjoy option classes and the variety that is available.
- Many students report they like coming to school.
- “The school gives us flexibility to meet our learning needs in a way that works best for us.”

What do students think could be worked on or improved?

- Students say there are some kids, especially at recesses, that are not always kind, and students are looking for different strategies to deal with this.
- Whole school events, while fun, are sometimes a bit confusing as to the expectations.
- Students wish there were longer times to play outside with friends at times such as recess and lunch.

Parent Feedback from Spring 2024

What do parents think are some things that are going well?

- Students are excited to go to school and come home with positive stories about the day's events.
- Parents/Volunteers feel welcome in the school.
- Staff genuinely care for the students and parents feel confident they are doing the best they can to support their growth.

What do parents think could be worked on or improved?

- Sooner, and more concise, communication from the school when a student is struggling and suggestions to help the child at home.
- The level of communication continues to vary between teachers even within the same grade team, which can cause confusion and sometimes frustration.
- More opportunities/information about ways that parents can get involved in the school, especially for 'working parents' that may have limited availability.

RVS Assurance Results

	Data Source	Most Recent Data
EICS Math Assessment grades 4-8 that are meeting expected grade level	EICS Math Assessment 2024	72% (Grade 4) 59% (Grade 5) 60% (Grade 6) 67% (Grade 7) 69% (Grade 8)
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 6.	BAS	55%
Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grade 3, 7 and 10.	RVS Writing Assessment	51% (Grade 3) 31% (Grade 7)
School-wide score on Positive Behaviour Intervention and Supports (PBIS) Tiered Fidelity Inventory (TFI).	Tiered fidelity inventory by PBIS specialist	73% (Tier 1)
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	65%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	56 %

What does this data tell us is going well?

- Fireside School continues to improve its score on the Tiered Fidelity Inventory, with an increase of 28% to 73% from the 2021/22 school year. This increase is due to the concerted effort of the school to foster and support the tenets of the Positive Behaviour Intervention and Supports approach. The final step to reaching our goal of 85% is to develop and modify some internal tracking documents regarding school processes.
- Fireside school continues to make improvements in our overall Grade 1 to 6 literacy levels with an overall increase of 7% as compared to the 2023/24 school year.

What does this data tell us could be improved or worked on?

- There was a significant decrease in the number of students achieving the learning goals on IPP's (56%) as compared to the 2022/23 school year (85%).
- Fireside continues to have higher absenteeism rates than would be expected in a Kindergarten to Grade 8 school. An ongoing priority will be investigating the reasons for the high levels of absenteeism and development of strategies to address them.
- Rocky View Schools put in place for the 2023/24 school year a standardized writing assessment for Grades 3 and 7. The results of this assessment indicate that work needs to

continue in supporting students on techniques and processes regarding writing mechanisms and articulating thoughts into words.

OurSCHOOL Results

	Results as of Spring 2024
The percentage of students who are interested and motivated, trying hard to succeed, and feeling challenged and confident in their learning related skills.	68% (Gr. 4 to 6) 26% (Gr. 7 & 8)
The percentage of students who value school outcomes and have positive homework and studying behaviors.	85% (Gr. 4 to 6) 55% (Gr. 7 & 8)
The average score for relevance, rigor, and effective learning time.	7.6 (Gr. 4 to 6) 5.9 (Gr. 7 & 8)
The percentage of students who report a sense of purpose in life, who devote time to pleasurable activities, who have an understanding of their own and other cultures, who have positive health, and are goal oriented.	89% (Gr. 4 to 6) 80 % (Gr 7 & 8)
The percentage of students planning to finish high school and pursue a trade, apprenticeship, college, or university program.	71% (Gr. 7 & 8)
The average score for positive teacher-student relationships, positive learning climate, and expectations for success.	7.7 (Gr. 4 to 6) 6.3 (Gr. 7 & 8)
The percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task.	76% (Gr. 4 to 6) 56% (Gr. 7 & 8)

What does our data indicate is going well?

- 80% of students in Grades 7 and 8 report they have good to excellent general health; this is above the Canadian norm of 78%. Students in Grades 4 to 6 report that 89% of them have good to excellent general health. While there is no Canadian norm at this level, it also indicates a very healthy and available-for-learning student population.
- Students in Grade 4 to 6 report that over 83% of them have positive teacher-student relationships; this above the Canadian norm of 81%.
- Students at Grade 4 to 6 report that 85% of them value school outcomes and have positive homework and study behaviors. This once again indicates that students in this cohort are available for learning and see its value in being successful.

What does our data tell us could be improved on?

- Students in Grades 7 and 8 report that 26% of them “*are interested and motivated, trying hard to succeed, and feel challenged and confident in their learning related skills.*” The Canadian norm for this age group is 35%.
- Students in Grades 7 and 8 report that 56% of them “[*have] positive self-regulation skills.*” This is similar to the Canadian norm for this age group of 59%.
- Students in Grades 7 and 8 report on average that 59% of them feel that “*their learning time is effective, that the material covered is relevant, and that classroom instruction is organized with a clear purpose.*” The Canadian norm for this group of measures is 68%, putting us below the national average.

Alberta Education Assurance Measure Results

Assurance Domain	Measure	Fireside School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	79.0	81.1	82.7	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	78.0	81.4	81.7	79.4	80.3	80.9	High	Maintained	Good
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PATs: Acceptable	n/a	71.8	71.8	n/a	66.2	66.2	n/a	n/a	n/a
	PATs: Excellence	n/a	21.2	21.2	n/a	18.0	18.0	n/a	n/a	n/a
	PATs: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PATs: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	85.0	89.3	89.4	87.6	88.1	88.6	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCBSLE)	84.8	88.6	88.4	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	71.0	83.8	82.0	79.9	80.6	81.1	n/a	Declined Significantly	n/a
Governance	Parental Involvement	70.4	77.0	77.4	79.5	79.1	78.9	Very Low	Maintained	Concern

The results above are weighted such that 1/3 of the mark is based on parents' responses (32 individuals), 1/3 on teachers' responses (27 individuals) and 1/3 on students' responses in Grades 4 & 7 (184 individuals).

What does our data indicate is going well?

- Stakeholder satisfaction with our overall direction and implementation of a program to encourage and foster a sense of community and citizenship resulted in Fireside receiving an achievement rating of 'high'.
- Students achieved higher than the provincial averages in the Grade 6 Provincial Achievement Tests. Within the provincially defined category of 'Acceptable', 71.8 % of our students met or exceeded this level as compared to the 66.2% average in Alberta. Within the provincially defined category of 'Excellence', 21.2 % of our students met or exceeded this level as compared to an 18% average in Alberta.

What does our data tell us could be improved on?

- Parental involvement has, and continues to be, an area of growth for Fireside School. This measure decreased during the COVID pandemic and has not rebounded, with the 2023/24 overall satisfaction rating of 70.4%.
- There was a significant drop in our stakeholder's satisfaction with respect to Learning Supports and in particular 'Access to the Supports and Services'. After increasing this measure over the last few years to a high of 83.3% satisfaction for the 2022/23 school year, there was a drop of 12.8% for the 2023/24 school year, resulting in an overall satisfaction of 71%.
- Fireside School has traditionally had high satisfaction levels with respect to the measure of 'Educational Quality'. The 2023/24 school year saw our overall satisfaction drop from 89.3% to 85%, which resulted in us going below the provincial average for the first time.

Advancing students numeracy and literacy skills



Outcome: Students are numerate and literate.

Outcome: Students are actively engaged in meaningful and relevant learning.

How Might We: Increase our student literacy results such that 75% of students at each grade are “at” or “above” grade level (as determined through a standardized assessment) over the next 3 years. We are currently in the second year of this three-year goal.

School Goal 1: By June 2025, our reading assessment results will have at a minimum 65% of all students within a grade reading “at” or “above” grade level.

Data that informed this goal: The 2023/24 end of school year BAS results are as follows:

- Grade 1: **50%** (2023/24) at grade level and above
- Grade 2: **61%** (2023/24) at grade level and above
- Grade 3: **50%** (2023/24) at grade level and above
- Grade 4: **52%** (2023/24) at grade level and above
- Grade 5: **53%** (2023/24) at grade level and above
- Grade 6: **23%** (2023/24) at grade level and above
- Grade 7: **55%** (2023/24) at grade level and above
- Grade 8: **Not Available** (2023/24) at grade level and above

Connection to the practice guide(s):

Inclusive Education Practice Guide, Page 4- sustained multi-tiered system of teaching and learning, supports, and services to meet the diverse needs of all students and continuously and consistently use multiple triangulated data sources to guide and inform decisions, practices, and pedagogy.

Instruction and Assessment Practice Guide, Page 10- teachers triangulate data from a variety of sources (observation, conversations, product) to determine grades. Data is collected, analyzed, reported, and used to guide instruction to support learning for all learners.

Professional Learning Practice Guide, Pages 8 to 11- Professional Learning Model and Beliefs in Rocky View Schools and in particular the Principles, Standards, and Guiding Documents.

Strategies:

- Targeted Grade 1 to 4 grade-wide literacy groupings based on a student’s current level of understanding. The groups are run by certificated staff and are 45 minutes in length, 3 days a week; they run for 6 to 8 weeks, and then are reassessed. Topics of instruction and students within the groupings vary throughout the year as skill development occurs.
- Targeted Grade 6 to 8 classroom literacy groupings based on a student’s current level of understanding (as determined by a standardized assessment/teacher observations). The groups

are reassessed on a 5-week cycle, and students within the groupings will vary throughout the year as skill development occurs.

- Targeted intervention programs for students below grade level (as determined through a standardized assessment/teacher observations) supported by the literacy/learning support team.

Measures:

- BAS data at certain points throughout the school year.
- Running Records taken at the end of each literacy grouping cycle (6 to 10 weeks).
- Running Records and/or BAS taken at the end of an intervention cycle for students getting targeted support through our Learning Support Team.

Parents can:

- Review the Literacy Information Brochure that Fireside sends out at the beginning, middle, and end of the year letting families know where a typical student will be in their reading journey for each grade level.
- Support Kindergarten to Grade 3 students at home through our formal Home Reading Program. Older grade families can support reading through giving designated time each day at home to read and/or talking about reading with students.

Check-Ins	Progress and Analysis	Adjustments to Plan
<p>December 6</p>	<p>See below for updated BAS results for the following grades:</p> <ul style="list-style-type: none"> • Grade 2: 67% (Nov. 2024) of students are at grade level or above • Grade 3: 70% (Dec. 2024) of students are at grade level or above • Grade 4: 63% (Nov. 2024) of students are at grade level or above • Grade 6: 38% (Sept. 2024) of students are at grade level or above <p><u>Grades 1 to 4:</u> Have completed one round of grade-wide literacy and were then regrouped based on observed literacy levels (Grade 3) and reading behaviors (Grades 1, 2 and 4). Second round of grade-wide literacy is nearing completion.</p> <p><u>Grade 5:</u> Have just completed a round of leveled literacy instruction within the classroom. Additionally, they are</p>	<ul style="list-style-type: none"> • No adjustments needed at this time.

	<p>working on independent novel studies based on interest and literacy level.</p> <p><u>Grade 6:</u> In addition to regular literacy instruction classes are getting direct instruction from our literacy coach once a week using the literacy resource Morpheme Magic. Morpheme magic is a systemic approach to teaching morphology (components of words) lessons. Additionally, students have completed an independent novel study based on interest and level of literacy.</p> <p><u>Grade 7 and 8:</u> Classes have completed independent novel studies based on interest and level of literacy. Additionally, targeted work has been done utilizing assistive technology to support literacy growth, particularly with comprehension skills.</p>	
<p>April 4</p>	<p>•</p>	<p>•</p>



Building future-ready students

Outcome: Students demonstrate strong abilities in critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being (Alberta Education student competencies).

How Might We: Increase students' appreciation of cultural diversity, with a particular focus on Indigenous Learnings?

School Goal 1: By the end of the 2024/25 school year, the percentage of students that respond on the Rocky View Schools OurSchool survey within the measure of "Students who possess understanding of other cultures" is 90%.

Data that informed this goal: OurSchool Survey

- 84% of students in **Grades 3 to 5** responded to having an awareness of other cultures.
- 62% of students in **Grades 7 and 8** responded to having an awareness of other cultures.
- 73% of students on average responded to having an awareness of other cultures.

Connection to the practice guide(s):

Inclusive Education Practice Guide, Page 9 – Approach to Supporting Indigenous Education: We understand Reconciliation can only be achieved by acknowledging the profound and long-term impact of colonization and residential schools and the loss of culture, identity, and language through systematic discriminatory practices...

Instruction and Assessment Practice Guide, Page 4 - Indigenous Ways of Knowing: Implementing Indigenous Ways of Knowing provides all learners, Indigenous and non-Indigenous, access to high quality learning. Decolonizing and Indigenizing methodologies supports all student's learning and creates safety in the learning environment.

Professional Learning Practice Guide, Page 6 - Professional Learning in Context: We believe that all members of our learning organization need to be learners for us to have the greatest impact on our students' learning. The jurisdiction believes that all members of RVS have a critical role and responsibility in the determination of both individual and collective growth.

Strategies:

- Collaborating with the RVS Indigenous Learning Department, to purposefully integrate Indigenous practices.
- Cultural and Diversity Committee is in its second year with the continued goal of developing whole school and grade level activities that inform and celebrate various cultures.
- Our weekly community newsletter continues to highlight the ways that Fireside School is incorporating cultural events and learning.

Measures:

- We will see an increase in the number of staff doing meaningful and purposeful work with the RVS Indigenous Learning Department for the 2024/25 school year as compared to the 2023/24 school year.

- We will see an increase in the number of cultural events, lessons, and celebrations that are being undertaken by staff within Fireside School for the 2024/25 school year as compared to the 2023/24 school year.
- Reviewing the results of the 2024/25 RVS OurSchool measure of “*Students who possess understanding of other cultures*” as compared to the 2023/24 school year.

Parents can:

- Review the Fireside School weekly newsletter and homeroom classroom updates around cultural events, and then engage in a conversation with students at home about their learnings.
- When possible, participate in culturally driven school events to enrich the learning experience of the students involved.

Check-Ins	Progress and Analysis	Adjustments to Plan
<p>December 6</p>	<ul style="list-style-type: none"> • Indigenous Professional Learning was done on August 29th by members of the RVS Indigenous Learning Department. The focus of the learning was on ways to decolonize instruction. • Fireside staff have completed formal reflection on the first six chapters of “<i>WAYI WAH! Indigenous Pedagogies. An Act for Reconciliation and Anti-Racist Education</i>” • Several staff have been supported by the RVS Indigenous Learning Department. In each case the lesson focused on incorporating Indigenous knowledge into a curricular topic. • Through the support of the RVS Indigenous Learning Department we are attempting to form long-term relationship with local Elders/Knowledge Keepers. • Have secured an opportunity for an indigenous focused drumming residency with a local musician from May 26-June 6. 	<ul style="list-style-type: none"> • No adjustments needed at this time
<p>April 4</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •



Creating inclusive, engaging, healthy learning opportunities for all students

Outcome: Students are happy, healthy, feel they belong and are safe, and experience success in learning environments that are inclusive of every learner and celebrate diversity.

Outcome: Students are self-aware, focused and demonstrate perseverance and resilience.

How Might We: Utilize Positive Behaviour Intervention and Supports (PBIS) structures to foster a sense of belonging in an inclusive school environment.

School Goal 1: We will increase our PBIS Tiered Fidelity Inventory Tier 1 to 85% by the end of the 2024/25 School Year and begin the implementation of Tier 2 processes and procedures.

Data that informed this goal:

- End of School Year 2021/22 TFI Tier 1 Results = 50%
- End of School Year 2022/23 TFI Tier 1 Result = 68%
- End of School Year 2023/24 TFI Tier 1 Results = 73%
- (AbEd) Overall teacher, parent, and student agreement that students are safe at school, learning the importance of caring for others, learning respect for each other, and being treated fairly.
 - 2023 = 91.6% (Provincial Average = 87.5%)
 - 2024 = 87.0% (Provincial Average = 87.1%)

Connection to the practice guide(s):

Inclusive Education Practice Guide, Page 13: Set and teach school-wide behavioural expectations and acknowledgment.

Instruction and Assessment Practice Guide, Page 7- Essential Conditions for Implementation: 1. Shared Vision, 2. Leadership, 3. Research and Evidence, 4. Resources, 5. Professional Learning, 6. Time, Community Engagement.

Professional Learning Practice Guide, Page 5- Growth Mindset: To move learning forward, students and staff take risks, persevere when things are difficult, and understand that mistakes are part of the learning process.

Strategies:

- Engaging our school in monthly PBIS assemblies (SOAR) using challenges, recognition, and school-wide events as opportunities to celebrate and reinforce PBIS engagement and ideals.

- PBIS Team co-designs PBIS strategies and lessons with school staff during professional learning and staff meeting times. Each staff meeting has a designated amount of time allocated to PBIS topics.
- Learning Support, School Based Administration, and office staff are working together to develop robust and informative documentation that will track trends and communicate the ideals of PBIS to staff, students, and the community.

Measures:

- (ABEd) Overall teacher, parent, and student agreement that students are safe at school, learning the importance of caring for others, learning respect for each other, and being treated fairly.
- 2024/25 School Year Tiered Fidelity Inventory (Tier 1)

Parents can:

- Reinforce the PBIS language at home. This language is often highlighted in our weekly community newsletter.
- Attend monthly School Council meetings to learn about our PBIS progress. PBIS discussions are routinely brought up by school-based administration at School Council for both community feedback and to discuss progress.

Check-Ins	Progress and Analysis	Adjustments to Plan
<p>December 6</p>	<ul style="list-style-type: none"> • Further refinement of monthly PBIS assemblies. The assemblies are now fully led by Student Leadership with support from Fireside staff. • Student Leadership is taking a more active role in planning and implementing whole school events and spirit activities. • Development of an updated Student/Parent Handbook to better reflect what is happening at Fireside School. • Increased membership in the PBIS committee as compared to past years. • Implementation of the RVS Behavior Data Tracking System. 	<ul style="list-style-type: none"> • No adjustment needed at this time.
<p>April 4</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

School Council Review

Presentation of School Education Plan

School council comments:

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Signatures indicate agreement with the plan

School Council Chair signature on behalf of the parents and community of School



Principal signature on behalf of students and teachers of School

