



# INNOVATORS BY DESIGN

Fireside School



**ROCKY VIEW  
SCHOOLS**

May  
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## FOUR YEAR PLAN: INNOVATORS BY DESIGN

In RVS, we design learning so innovators,

### CONNECT TO PASSIONS, INTERESTS AND PEOPLE

RVS teachers understand students have an innate curiosity and eagerness to learn. By intentionally designing learning activities that connect students to what and who they care about, teachers expand learning beyond the classroom and support students in understanding why their learning matters and how it can make a difference. Along the way, students develop creative confidence, communication and social skills, and agency in their lives.

- Students engage in real-world, hands-on learning experiences that matter to them.
- Students demonstrate ownership of their learning.

### ACHIEVE THEIR POTENTIAL

RVS teachers understand that not all students learn in the same way, at the same age, to the same performance level, in all areas of study. By designing classroom instruction to address students' personal learning styles and capabilities, students develop foundational skills and core competencies to acquire, create, connect, and communicate knowledge in a variety of contexts. In partnership with parents, teachers communicate high expectations, motivating students to expand their individual potential, pursue excellence and overcome challenges.

- Students are literate, numerate and acquire core competencies.
- Students meet high expectations and learning outcomes, tailored to their individual capabilities.

### NAVIGATE SUCCESSFULLY AS GLOBAL CITIZENS

RVS teachers understand students thrive in schools that care about the development of the whole child – physically, emotionally, socially and intellectually. Fostering learning environments that value student voice, opportunity, fairness, compassion, citizenship, choice and diversity, teachers instill a sense of belonging, building empathy, resilience and the desire in students to take an active role in their community, and work with others to make the planet more equal, fair, vibrant and sustainable.

- Students are healthy, safe, resilient and value diversity, cultures and traditions.
- Students make a positive difference in their life, school, community and the world.

To achieve our plan, we will:

- **Student engagement:** Enhance and measure student voice in the co-construction of their learning.
- **Inclusion:** Refine and implement an inclusive framework to ensure all students are equally valued, safe and have their diverse needs met.
- **Instructional practices:** Align pedagogical approaches to ensure instruction is relevant and meaningful for all students.
- **Make learning visible:** Enhance the visibility of all students' learning journey and growth.

## PRINCIPAL'S MESSAGE

Fireside School began welcoming individuals into this beautiful building for the 2017/18 school year with approximately 300 students from Kindergarten to Grade 7. As a new school in a new community, it was built understanding that it would grow and mature alongside the community. It was believed that the culture of Fireside needed to be grounded in a foundational philosophy that embraced and supported each individual's academic and personal growth, hence our motto "Open Minds, Open Hearts, Open Doors" was adopted. As this report is being written in February 2021, the school and the world have changed in many ways in three and a half short years, but the key philosophical underpinnings continue to be the foundation upon which this building operates.

Fireside School has over 675 students and is currently running within the restrictions placed on it due to COVID. There is no doubt about it, COVID has had a significant impact on the day-to-day operations of all schools in Alberta, and Fireside is no different. However, the staff and students continue to display a truly impressive degree of resilience and adaptability. Learning is happening every day in this building and individuals are successful academically, socially and physically. We have heard over and over this year that people want to be here, they want to learn but more importantly, for many, they want to be part of something during a year when isolation for many is a reality. Fireside School continues to be an important pillar in this community. We are striving to do our part to not only exist within but to make things better.

In the pages that follow, you will be provided with a snapshot of where the school has been over the last year and a glimpse of where we plan to go in the future. We continue to focus our school improvement on four key areas that align with Rocky View Schools overall priorities: Inclusion, Student Engagement, Instructional Design and Making Learning Visible. A few examples of initiatives we are currently working on include changes to how we support student literacy, refining how we report student success and growth, purposeful connection with our community and how we support students with academic and social-emotional challenges. These changes are showing immediate results in some cases, and we are excited to continue this journey in the months and years ahead.

Fireside School's greatest strength has always been 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, yes, flourish in an ever-changing environment. I look forward to seeing where Fireside will grow and adapt in the years ahead.

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

Sincerely,

Dave Banderk  
Principal

## SCHOOL PROFILE

<p><b>Fireside School</b>  <b>Principal:</b> Dave Banderk  <b>Assistant Principal:</b> Jacqueline Root  <b>Address:</b> 12 Fireside Parkway,  Cochrane  <b>Phone:</b> (403) 932-4868  <b>Email:</b> fireside@rockyview.ab.ca  <b>Website:</b> fireside.rockyview.ab.ca</p>	<p><b>Mission:</b></p> <ul style="list-style-type: none"> <li>• At Fireside School, we support our learners by making learning interactive and meaningful.</li> <li>• We strive to develop the whole child through a thoughtful, intentional educational process, connection to the real world and responsiveness to change.</li> <li>• Creativity, curiosity and compassion are cultivated and supported in all learners.</li> <li>• Through working and playing in our school, in our community and the outdoors, we are mindful of the goals of Rocky View Schools, the province and our school community.</li> <li>• We listen to each other and remain open to possibilities of change.</li> </ul> <p><b>Beliefs:</b></p> <p><u>Social-Emotional Relationships:</u></p> <ul style="list-style-type: none"> <li>• Learners get to know themselves and others as learners and people.</li> <li>• Learner’s practice building successful and nourishing relationships with students, adults and the world around us.</li> <li>• Learners develop resiliency skills that help them navigate the ups and downs of life.</li> </ul> <p><u>Innovation, Openness, Flexibility and Creativity:</u></p> <ul style="list-style-type: none"> <li>▪ Learners develop a mind-set that fosters creativity, flexibility, innovation and openness that cultivates curiosity in the real world.</li> </ul> <p><u>Competencies</u></p> <ul style="list-style-type: none"> <li>• Learners develop competencies that allow them to be successful and contributing participants in an ever-evolving world.</li> <li>• Learners leave our school with a strong set of foundational skills in Numeracy and Literacy.</li> </ul>
<p><b>Unique features of our school?</b></p> <ul style="list-style-type: none"> <li>• Fireside School opened in the fall of 2017 with approximately 300 students, since that time it has grown to over 670 individuals. This rapid growth has meant that Fireside has had to develop its school culture within the context of an ever-changing landscape which was further complicated by the COVID 19 pandemic.</li> <li>• The physical layout of Fireside and the accompanying resources provide the opportunity for an optimal student learning environment. This environment is built upon the philosophy that learning is best done through a combination of collaboration and individualized work. This means that the school is capable of opening and closing spaces easily, has enough technology to support all of our learners and is well equipped to support physical literacy, with among other things class sets of snowshoes, skis, and three separate gym spaces.</li> </ul> <p><b>No. of Teachers:</b> 36  <b>No. of Support Staff:</b> 12  <b>Grades Served:</b> Kindergarten to Grade 8</p>	

**What parents say about our schools?**

- *“My daughter is really happy at Fireside. She says she really likes the kids in her grade. She also said the teachers are really nice. I like Fireside because my daughter is happy there and I don’t worry about her when she is at school. I feel the teachers and administration truly care about their students and continuously and consistently try to improve.”*
- *“Fireside School focuses on academic learning, success, and the wellbeing of each student. The school embraces communication, respect, and technology. This has been extremely important and appreciated, throughout the COVID 19 pandemic. The teachers and staff have implemented and maintained sanitization and cleaning protocols, to keep the students safe, healthy and in school. As we all continue to navigate through this pandemic and more students are experiencing additional stress and mental health issues. I hope that teachers and staff, have access to additional guidance, resources, and tools to help them, support students, during these unprecedented times.”*

## THIS YEAR'S LEARNINGS

### Students Insights

<b>Student Engagement</b>	<b>Inclusion</b>	<b>Instruction</b>	<b>Making Learning Visible</b>
Students have voice and choice in their learning.	Students are equally valued, safe and have their diverse needs met.	Instruction is relevant and meaningful for all students.	Students' learning journey and growth is visible



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

- Students understand that as a result of COVID, there are many restrictions and regulations in place to help to ensure that we limit the transmission. They feel very comfortable with these rules and for the most part, believe that the vast majority of students are following them. This gives students a sense of security that everything that can be done in the school is being done to help to keep them all safe. This then further supports their belief that Fireside School is a safe and caring place to learn.
- Students believe that Fireside School is a community of learners whereby the vast majority of the individuals within the school want and encourage others to succeed. This culture of support includes staff who are always willing to help students to learn or support them when they are having a bad day. The students also noted that for the most part peers will encourage and support one another and that bullying is something that happens very little at Fireside and that peers do not tolerate and will speak out against it.

What do you think could be worked on or improved?

- As a result of COVID restrictions, there are a few subjects that have been a bit more challenging this year than in the past. In particular, students noted Music and Physical Education have been harder this year because of the sanitation and physical distancing rules that need to be enforced. For some students, this has resulted in these non-core classes being less preferred subjects than in the past. Students did recognize that when the COVID restrictions are lifted subjects such as Physical Education and Music will return to what they have experienced in the past.
- Students identified the school bus as a source of anxiety and that many do not like taking the bus even though the ride is only 5 to 10 minutes in length. In particular, they said that student behaviour is not always great and that the seating plan is always changing which means that individuals are constantly having to move from one seat to another.

What actions could our school take to do better?

- For many students, the return to a more “normal” school routine after COVID restrictions are removed is the primary area of focus. Students did not recognize that many of the activities in the past were things that they took for granted and are now very much longed for. Some of the items noted include
  - Option classes that include students from different classes or grades
  - Lockers
  - Hawks nest re-opening
  - Sharing a gym with other classes and playing school sports.
  - Opening up the glass doors into the hallway and other classrooms
  - Assemblies with the rest of the school
  - Whole School Celebrations (Winter concert, Halloween parties, etc.)
  - Leadership class where students can plan whole school initiatives



Parents Insights

<b>Student Engagement</b> Students have voice and choice in their learning.	<b>Inclusion</b> Students are equally valued, safe and have their diverse needs met.	<b>Instruction</b> Instruction is relevant and meaningful for all students.	<b>Making Learning Visible</b> Students' learning journey and growth is visible
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What do you think are some things that are going well?

- Even with the restrictions in place as a result of the COVID 19 pandemic students continue to come to the school and learn. Students are coming home at the end of the day and talking about what they are learning, from a parent's perspective it does not appear that academics have slowed down.
- Students feel that there is an order to the day and that distractions such as student behaviour are less of an issue. Students have commented that they feel safe to come to school and know what the expectations are within the building which makes them feel more at ease.
- The effort that has been made by school staff to ensure clear communication, especially in a year when parents are not permitted to be in the building. This clear communication includes both what is happening at the school level through the "Fireside Focus", Real-Time Reporting and regular classroom updates. The effort to keep parents informed and connected has been noted and very much appreciated.

What do you think could be worked on or improved?

- Parents noted that while communication has been very good this year between the school and home, more work needs to be done on ensuring common messages and expectations with regards to this communication. In particular, there are some discrepancies in messaging between homerooms at some grade levels.
- When there is an easing of social gathering restrictions as a result of COVID 19, and volunteers are permitted back into the school if there could be a more coordinated plan. Prior to COVID restrictions, there was often a lack of clarity around the roles that volunteers had in the school and if training was required how that could be done. It resulted in times where volunteers were not being optimally utilized and this on occasion would cause frustration with community members.

What actions could our school take to do better?

- Fireside School continues to work on ensuring clear and concise communication. This becomes more crucial as the school grows to ensure clarity as it is not always possible to "touch base" with all the members of our community all the time. Ensuring clarity enables staff, students and the community to understand where the school is going and if there are questions who the most appropriate individual to speak to is.
- We are currently looking at putting in place a staff member that will coordinate all volunteer positions in the school. The hope is that this will streamline the process of having volunteers in the building and ensure that their time is used in such a manner that it maximizes their important contributions to the school.



### Staff Insights

<b>Student Engagement</b>	<b>Inclusion</b>	<b>Instruction</b>	<b>Making Learning Visible</b>
Student have voice and choice in their learning.	Students are equally valued, safe and have their diverse needs met.	Instruction is relevant and meaningful for all students.	Students' learning journey and growth is visible



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

- The 2020/21 school year has brought plenty of challenges, however, the staff at Fireside continue to be resilient and adapt to the ever-changing landscape. This willingness to adapt and adjust has enabled the school to run smoothly and efficiently and for students to continue their educational journey with minimal impact on their overall learning.
- An interesting and somewhat universal comment has been that COVID 19 restrictions have resulted in an overall increase in structure. Procedures such as students lining-up before coming into the school, having staff at all the doors to greet and sanitize and more defined learning environments have inadvertently resulted in reduction in student management concerns. We as a staff continue to reflect on the “why” behind this and will use these learnings as we move forward in a post-pandemic educational environment.

What do you think could be worked on or improved?

- In the past Fireside School has prided itself on presenting student work in multiple different ways as a celebration of student achievement. These public displays of student success included social media such as Twitter, formal “Celebrations of Learning” and inviting the community into the be active participants in student learning. With the limitations on public access to the school this year the ability to celebrate student success through displays has been more challenging and while social media is being utilized the staff still feel that more could be done.
- As Fireside has grown the number and complexity of students has also increased. The staff at Fireside are deeply committed to all students in the building and as such are passionate about supporting their individual needs. The process of meeting these needs requires adaptation as the population increases as the model of one-to-one support is not sustainable as the school population increases.

What actions could our school take to do better?

- Fireside School has taken this year as an opportunity to reflect on what has worked well in the building from a systems perspective and what needed to be adjusted. For areas where adjustments were needed, a reflective process was undertaken, and from that, we have implemented adjustments to our policies and procedures. These procedures are then regularly reflected on to see if they are meeting the intended needs, and if not, why and what can be done to meet the needs. An example of this is the referral process for students that are struggling and the corresponding targeted support plan to assist the child in finding success.
- We continue to reflect on new and innovative ways to celebrate student success. A current area of focus is the full implementation of the on-line portfolio program called myBlueprint. This initiative was intended to begin last year, but with the end of “in-school” learning in the middle of March, it was deferred. We are now in the process of developing the essential skills with staff and students to be able to fully implement its use for the beginning of the 2021/22 school year. On-line portfolios enable students to “speak” about their learning and document their ongoing success.

### School Diversity Profile

<p>Based on your school profile, what percentage of your student population falls in the targeted, specialized and intensive populations?</p> <ul style="list-style-type: none"> <li>• Targeted – 12.8%</li> <li>• Specialized – 0.1%</li> <li>• Intensive – 0.5%</li> </ul>	<p>What structures and strategies will you implement to support students with targeted needs?</p> <ul style="list-style-type: none"> <li>• Weekly SRG</li> <li>• Collaborative Problem-Solving multi-grade team meetings</li> <li>• Class Reviews</li> <li>• Consultation with divisional staff and community supports</li> <li>• Targeted support both in and out of the classroom</li> <li>• Literacy Intervention</li> <li>• Opportunities for professional development for staff</li> <li>• CDA and PBS involvement</li> <li>• Teacher and Educational Assistant coaching/capacity building</li> <li>• Supporting online teachers, families, and students</li> </ul>
<p>What structures and strategies will you implement to support students with specialized needs?</p> <ul style="list-style-type: none"> <li>• Weekly SRG</li> <li>• Collaborative Problem-Solving multi-grade team meetings</li> <li>• Class Reviews</li> <li>• SLSG</li> <li>• Consultation with divisional staff and community supports</li> <li>• Targeted support both in and out of the classroom</li> <li>• Literacy Intervention             <ul style="list-style-type: none"> <li>- Opportunities for professional development for staff</li> </ul> </li> <li>• CDA and PBS involvement</li> <li>• Teacher and assistant coaching/building capacity</li> <li>• Supporting online teachers, families, and students</li> <li>• Consultation with PT, OT, Audiology, Vision Specialists</li> </ul>	
<p>What structures and strategies will you implement to support students with intensive needs?</p> <ul style="list-style-type: none"> <li>• Weekly SRG</li> <li>• Collaborative Problem-Solving multi-grade team meetings</li> <li>• Class Reviews</li> <li>• SLSG</li> <li>• Consultation with divisional staff and community supports</li> <li>• Targeted support both in and out of the classroom</li> <li>• Literacy Intervention             <ul style="list-style-type: none"> <li>a. opportunities for professional development for staff</li> </ul> </li> <li>• CDA and PBS involvement</li> <li>• Teacher and assistant coaching/building capacity</li> <li>• Supporting online teachers, families, and students</li> <li>• 1:1 assistant support</li> <li>• Programming decisions made in consultation with the divisional team</li> <li>• Main/key contact person is assigned to coordinate programming and communication with parents</li> <li>• Alternate programming and modifications (i.e. life skills)</li> </ul>	



**RVS Assurance Model**

	<b>Data Source</b>	<b>2019/20</b>	
Percentage of students who are absent less than 10 percent during the school year.	PowerSchool Attendance Data	97%	
Percentage of students excessively absent due to health matters.	PowerSchool Attendance Data	0.2%	
Percentage of student conflict incidents reported.	PowerSchool Discipline Portal	N/A	
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	96%	
Fidelity percentage achieved for Tier 1 PBIS by the school	Tiered Fidelity Inventory by Learning Support Specialist	N/A	
Percentage of students who document and reflect on their learning.	myBlueprint Participation Stats	Approximately 20%	
Percentage of Gr. 1 – 12 students who met or exceeded expected learning outcomes in <b>English language arts and mathematics.</b>	Report Card Data		
		English Language Arts	Mathematics
Division 1 Emerging to Mastering		92%	92%
Division 2 Emerging to Mastering		98%	93%
Division 3 Emerging to Mastering		93%	85%
First Nation, Metis, Inuit: Emerging to Mastering		95%	82%
English Language Learners: Emerging to Mastering		94%	96%
Percentage of teachers who report that in the past three to five years the professional development and in-serving received from the school authority has been focused, systematic and contributed significantly to their ongoing growth.	APORI ACOL Measure	90%	

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

- Fireside School continues to have very strong overall attendance with 97% of our students attending over 90% of the time. For the small number of families that have struggled to regularly attend a comprehensive process is implemented to determine the primary reason. Once the primary reasons have been identified a plan is put in place to help support those families with regular reflection opportunities to address any emergent issues.
- Supporting all learners in the school has and continues to be a primary focus. At Fireside, we recognize that all students come with strengths and areas of opportunity for growth. Staff work with each student's strengths to support academic and social-emotional success. This is clearly working as 96% of students with Individual Program Plans are achieving their learning goals.

What do you think could be worked on or improved?

- The percentage of students that demonstrate success in numeracy is an area of concern. This data confirms anecdotal information that students are currently struggling with number sense and that this is an underlying issue with regards to finding success with the Math Curriculum.
- The current utilization rate of myBlueprint is an area of opportunity. The intention was that myBlueprint was to be introduced as a whole school initiative in March/April of 2020. The COVID 19 pandemic put this plan on-hold, and as such, a new plan moving for whole school implementation will be required to meet this RVS requirement.

What actions could our school take to do better?

- Fireside School is continuing to implement a comprehensive and targeted numeracy/literacy program. This program builds upon the work that has previously been done around research-based approaches to developing numeracy and literacy skills. This multi-tiered approach involves universal lessons, targeted support and professional learning for staff. By being purposeful in our literacy and numeracy instruction, we anticipate further success and growth for our students.
- As noted above, the original plan to implement whole-school utilization of myBlueprint was delayed as a result of the COVID pandemic. The current plan is to re-introduce the technical skills and philosophical reason for using myBlueprint in the spring of 2021 with the intention of whole-school implantation for the 2021/22 school year. MyBlueprint will be used as a mode to capture and reflect on student work as well as record RVS competencies.

## APORI Pillar Results

Due to the Covid-19 pandemic, provincial achievement tests, and diploma exams were not completed in 2019-2020. The results posted in the “current school year” are from the 2018-2019 school year.

Measure Category	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
Safe and Caring Schools	<a href="#">Safe and Caring</a>	83.9	89.6	91.6	89.4	89.0	89.2	Intermediate	Declined	Issue
	<a href="#">Program of Studies</a>	76.1	85.7	82.3	82.4	82.2	82.0	Intermediate	Maintained	Acceptable
Student Learning Opportunities	<a href="#">Education Quality</a>	91.0	89.8	91.3	90.3	90.2	90.1	Very High	Maintained	Excellent
	<a href="#">Drop Out Rate</a>	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	<a href="#">High School Completion Rate (3 yr)</a>	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	<a href="#">PAT_Acceptable</a>	64.1	78.9	78.9	73.8	73.6	73.6	Very Low	Declined	Concern
	<a href="#">PAT_Excellent</a>	6.9	20.3	20.3	20.6	19.9	19.6	Very Low	Declined	Concern
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma_Acceptable</a>	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	<a href="#">Diploma_Excellent</a>	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	<a href="#">Diploma Exam Participation Rate (+ Exams)</a>	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
	<a href="#">Transition Rate (6 yr)</a>	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Work Preparation</a>	74.9	74.2	78.9	84.1	83.0	82.7	Intermediate	Maintained	Acceptable
	<a href="#">Citizenship</a>	74.3	76.3	81.3	83.3	82.9	83.2	Intermediate	Declined	Issue
Parental Involvement	<a href="#">Parental Involvement</a>	79.2	73.9	81.3	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	<a href="#">School Improvement</a>	68.2	87.9	76.6	81.5	81.0	80.9	Low	Declined	Issue

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

- Since Fireside School opened there has been an ongoing philosophy of developing high quality educational practices that encourage and enrich student learning. This practice continued during the 2019/20 school year with an overall achievement indicator of “Excellent”
- During the 2019/20 school year, Fireside School continued to be supported by an active and responsive school community prior to the move to “at-home” learning as a result of COVID restrictions. This community involvement has been essential in continuing to develop the culture at Fireside School and in supporting initiatives such as the building of the playground, volunteering in support of student learning and on field trips. This support and philosophy were clearly recognized with a continued achievement indicator of “High”.

What do you think could be worked on or improved?

- Fireside School enrollment has doubled in size since opening. With this type of growth, there have been some challenges as the school transitions from a “small” school to a “large” one. As such, important and challenging issues such as a *Safe and Caring* environment have had to adapt. This challenge is indicated in the APORI result in the category of *Safe and Caring* with an overall achievement indicator of “Issue”.
- While the overall *Educational Quality* was identified as an area of strength, the related category of *School Improvement* continues to be a concern with an overall achievement indicator of “Issue”. We have initiated a discussion on why there is a discrepancy between the two related indicators.
- While the APORI indicates that PAT achievement is an “Issue” there is some question as to where these results were drawn from. Our PAT data is not consistent with what was previously indicated in the 2018-19 school year. Further clarification on this area is forthcoming.

What actions could our school take to do better?

- With regards to the *Safe and Caring* measure, we have spent a great deal of time this year developing clear and concise routines. This is partially the result of COVID restriction but also due to the necessity of transitioning to a larger school. These routines have established a more concise and clear set of expectations about how students will learn in the building.
- The restrictions put in place as a result of COVID and the transition of some students to “at-home” learning this year presented the necessity for the school to “slow down”. This has our staff working on refining many of the initiatives started over the last few years. This refining and adapting current practices will ensure that the core initiatives are done well and with

validity. The positive effect of this is the belief that these initiatives will have a meaningful impact on the school and hence increase measures such as *School Improvement*.



### Provincial Achievement Tests Results

As a result of the COVID-19, provincial achievement tests and diploma exams did not proceed. The tables provided for each are included as a placeholder for reference only to demonstrate what we would normally report on in the AERR.

LANGUAGE ARTS	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial Results %	School Results %	Provincial Results %	Target
<b>L.A. GRADE 6:</b>							
Acceptable Standard:	84.4	83.5	66.1	83.2	N/A	N/A	80
Standard of Excellence:	6.3	17.9	1.6	17.8	N/A	N/A	10

MATHEMATICS	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial Results %	School Results %	Provincial Results %	Target
<b>MATH GRADE 6:</b>							
Acceptable Standard:	59.4	72.9	53.2	72.5	N/A	N/A	60
Standard of Excellence:	3.1	14.0	1.6	15.0	N/A	N/A	5

SCIENCE	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial Results %	School Results %	Provincial Results %	Target
<b>SCIENCE GRADE 6:</b>							
Acceptable Standard:	87.5	78.8	69.4	77.6	N/A	N/A	78
Standard of Excellence:	50	30.5	16.1	28.6	N/A	N/A	30

SOCIAL STUDIES	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial Results %	School Results %	Provincial Results %	Target
<b>SOCIAL GRADE 6:</b>							
Acceptable Standard:	84.4	75.1	67.7	76.2	N/A	N/A	75
Standard of Excellence:	21.9	23.2	8.1	24.4	N/A	N/A	23

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

- N/A
- N/A

What do you think could be worked on or improved?

- N/A
- N/A

What actions could our school take to do better?

- N/A
- N/A

**Practice Guide(s) Reviews**

**Practice Guide Name:** Inclusion Practice Guide

**Winter Insights**

<p>What steps have we taken? What is working?</p>
<ul style="list-style-type: none"> <li>• On-going school-wide “universal support” training</li> <li>• Providing targeted purposeful intervention, that directly addresses an individual’s areas of growth as outlined in their IPP</li> <li>• Each Professional Learning day this year has had at least one session on inclusion</li> <li>• Every teacher has done at least one round of the “Collaborative Problem-Solving and Planning” process</li> <li>• Fireside continues to explore <i>Positive Behaviour Interventions and Supports</i> as one way to establish a common set of understandings as to how our community interact with one another and the building</li> </ul>
<p>What’s been tricky?</p>
<ul style="list-style-type: none"> <li>• Ensuring that all staff understand the “Response to Intervention” process and in particular the importance of establishing universal supports for all</li> <li>• Explaining the importance of using tools such as “Collaborative Problem-Solving” as an essential component in supporting all students</li> <li>• Planning and programming of targeted supports is labour and resource-intensive</li> <li>• Facilitating and implementing the targeted work has been a journey</li> <li>• Supporting students that are doing “at-home” learning</li> </ul>
<p>What will we do, moving forward, to embed the practice guide into the fabric of our schools?</p>
<ul style="list-style-type: none"> <li>• Continue to focus on the “why” with respect to the concepts outlined in the <i>RVS Inclusion Practice Guide</i></li> <li>• Continue to embed PBIS into the culture of the school</li> <li>• Continue to “streamline” universal, targeted and specialized supports in an effort to best serve the students and their identified goals</li> <li>• More student voice when establishing areas of growth and learning strategies</li> <li>• Continue to educate staff on targeted/specialized interventions practices</li> <li>• Continue to refine and develop our use of the “Collaborative Problem Solving” model</li> </ul>

## PROTOTYPE PLANS

**How Might We?** - Use literacy assessment to drive whole school programming, classroom instruction and communication with parents?

### What Priority Areas Does It Address?

Student Engagement

Inclusion

Instructional Design

Making Learning Visible

#### Sources of Feedback

- Staff feedback
  - Regular Two/Three Month Literacy Surveys
- Whole School RVS literacy indicators
  - RVS Running Record Assessment
  - RVS Comprehension Benchmarks
  - Ongoing in-class formative/summative literacy assessments
- Community feedback (parents/guardians/etc.)
  - Regular reporting of assessment data in PowerSchool
  - Regular School Council updates/feedback on the process

#### End Goals

- Development/Implementation of a whole school literacy program
- Targeted/responsive interventions for students that are struggling with literacy.
- Using standards based/RVS developed assessments that are aligned with the Program of Studies

## PROTOTYPE

**Name:** Whole School Common Reading Assessment

**Scope:** Fireside embarked on adding a whole school reading assessment to our literacy programming. All students are formally assessed by their classroom teacher for their reading and comprehension levels at the start and end of the year.

**Indicator of Success:** The data provided by the common assessments will be used to direct whole school programming and individualized interventions in literacy programming.

**Description:** Staff were asked at the beginning of the year to do a formal reading assessment on all students in their classrooms. Teachers used the RVS Running Record or Comprehension Benchmark for the assessment. This resulted in all students at Fireside reading with their homeroom teacher in the first six weeks of the school year. The data collected was then added to each Class Profile. This data is then used by the classroom teacher for their literacy planning and instruction. Additionally, our learning support and literacy team use this data to design targeted supports for students. Literacy intervention groups are created by using this data so that the appropriate students receive this intervention. Students who do not meet the criteria for an intervention group receive targeted literacy support that meets their needs.

Literacy data is then regularly updated in the classroom profile through informal assessment tools throughout the year. Parents are informed of their child's progress every six weeks when teachers enter reading behaviours into PowerSchool. A final formal assessment once again using the RVS Running Records or Comprehension Benchmark will be done at the end of the school year to assess progress and next steps for each student for the following school year.

Prototype Iterations:

What is working?

- Data is driving both instructional practices and whole school programming
- Common language/direction within the school in regard to literacy
- Student success in regard to literacy acquisition through both anecdotal conversations and formal assessment information

What's been tricky?

- The initial roll out of the formal assessment process was not as concise as we would have liked
- Ensuring that all staff have the same common understanding of the "why" behind the initiative

What will we do moving forward?

- We will continue to support staff in developing the tools to implement the common literacy assessment tools
- Will be transitioning to "word work"
- Continue to expand our intervention process to be more impactful based on what we have learned to date

**Learnings:**

The move to a formalized whole-school literacy assessment and intervention process has been one of the most challenging and impactful initiatives this school year. This process is the underpinning of many of the plans moving forward in the school. Our learning support process and direction, documentation of student learning through our class profiles and the bases for our numeracy program in the future are influenced through this process. We have learned that we need to be very purposeful when implementing whole-school programs to ensure that we have spent adequate time developing and communicating the "why" and vision for such programs.

**Name:** Story Workshop

**Scope:** Purposefully develop lessons where students are asked to create both a physical item and then write about that creation. This teaching technique is currently being implemented in our kindergarten and early elementary grades.

**Indicator of Success:** Increased writing skills, more descriptive language within the writing

**Description:** Students create stories through the building of an object and then write on this process

Prototype Iterations:

What is working?

- Students used materials/art to inspire stories
- Language development, particularly crucial given that this is being used in our Kindergarten and Grade 1 classes
- Students are proud of their work and have a sense of ownership given they are writing about an object they created
- There has been a high level of student engagement and "buy-in" with this activity
- Students see themselves as authors using pictures and "kid print"
- Multiple entry points result in success no matter where the students current academic level

What's been tricky?

- There have been some issues with regards to the amount of time to do the activity. Given that Fireside does half-day kindergarten there is often a time challenge to accomplish certain more complex activities while also honoring the flow of the rest of the class.
- Professional staff can find it difficult to get to each of the students during a lesson period to help to guide students through clarifying questions or assisting with written work

What will we do moving forward?

- When permitted the assistance of community volunteers to help to inspire and connect with the student during the creation and writing components of the lessons
- Shorter story workshop time with a smaller number of materials available mixed with the more structured “regular” story workshop sessions
- Varying writing stories and printing to demonstrate growth over time

Learnings:

The story workshop is an active and engaging activity that enables students to understand key concepts such as what is a story, author and illustrator. It encourages our students to see language as a tool to explain the world around them, which is absolutely essential in the younger grades. It is an example of one way that Fireside is making literacy acquisition a more interactive and engaging process.

## PROTOTYPE PLANS

**How Might We?** - Build a support model that enables all students to be successful irrespective of their learning and/or social/emotional needs?

### What Priority Areas Does It Address?

Student Engagement

**Inclusion**

Instructional Design

Making Learning Visible

#### Sources of Feedback

- Student feedback
- Staff feedback
- Established behavioral and academic indicators
- Community feedback (parents/guardians/etc.)

#### End Goals

- Develop and implement common language and practice around inclusion within the classroom
- Create and staff physical spaces in the school that support targeted learning for both academic and self-regulation techniques
- Implement a school-wide Response to Intervention (RTI) model in regard to both academic and social/emotional challenges

## PROTOTYPES

**Name:** Implementation of whole grade utilization of the technology program “GoNoodle” (Universal mindful strategy)

**Scope:** Purposeful times during the day to engage students in moving and becoming more mindful.

**Indicator of Success:** Students will be more “grounded” for learning especially when used after more unregulated periods including snacks, recess and lunch.

**Description:** Staff will establish criteria around when best to use the technology tool. During those established times a class leader will choose the activity within a set category such as Mindfulness, English Language Arts, Physical Literacy, etc.

#### Prototype Iterations:

##### What is Working?

- Students continue to develop ownership over their own learning and ability to self-regulating.
- Students are learning ways to move and to develop body awareness
- Students are becoming more “grounded” after periods of less regulation. This is helping all students but in particular, those individuals that typically exhibit higher levels of overall anxiety
- Staff talk to students about the importance of taking both mental and physical “mini-breaks” throughout the day.

##### What is Tricky?

- There are still a few students that are not fully participating
- Finding a balance between encouraging students to participate and honoring student choice

##### What will we do moving forward?

- GoNoodle is now firmly established in the grade groups prototyping it and there have been measurable positive effects. Staff will continue to work on the balance between student choice with encouraging participation.

**Learnings:**

The students are learning to work together to increase their “level” as a class. They are learning body awareness, regulation and other skills presented in a fun, active and engaging matter. GoNoodle is a great tool to show students how learning can be a physically active process.



## PROTOTYPE PLANS

**How Might We?** - Use communication of student learning (Real Time Reporting and myBlueprint) as a tool to further increase student success?

### What Priority Areas Does It Address?

Student Engagement

Inclusion

Instructional Design

Making Learning Visible

#### Sources of Feedback

- Student feedback
- Staff feedback
- Community feedback (parents/guardians/etc.)
- PowerSchool and myBlueprint data around utilization rates

#### End Goals

- Parents and students will have a clear understanding of academic success and areas of growth as compared to the outcomes defined in the Program of Study for the grade.
- Students will use myBlueprint to reflect on current learning and celebrate both academic and competency success.

## PROTOTYPES

**Name:** Real Time Reporting

**Scope:** Staff will be implementing Real Time Reporting in regard to the reporting of academic success through PowerSchool

**Indicator of Success:** Parents and students will have an increased understanding of academic success and areas of growth as compared to the expectations for the grade

**Description:** Staff will be updating student growth through PowerSchool, utilizing “I can” statements derived from the Program of Studies on a timely basis (minimum reporting every 2 to 3 weeks)

#### Prototype Iterations:

##### What worked well?

- Staff had been using a hybrid version of RTR for the past few years, so understood the concept of RTR
- As of the writing of this document, the vast majority of staff are comfortable with RTR
- Support from an “in-house expert” provided a great deal of assistance for staff at the start of the year
- Information was sent out early in the year communicating to our community the transition to RTR for this year

##### What has been tricky?

- The conversion of an assignment to being assessed with “I can” statement/s has taken a great deal of time
- Not all individuals within our community regularly access PowerSchool to check on their child’s current level of success
- Standards around consistent formatting are still being developed
- How staff report the Rocky View Competencies is still being developed
- Common understanding with staff as to what each level of achievement means (Mastering, Advancing, Progressing, etc.)

What will we do moving forward?

- The school will continue to utilize its communication strategies to inform the community about the transition to RTR to encourage increased community utilization
- The development and publication of descriptors for what each achievement indicator means
- Whole school utilization of myBlueprint as one tool to report on the competencies
- Further refinement of school policy/procedure on how we communicate within PowerSchool.

Learnings:

The transition to full implementation of RTR during a year that has been challenging due to the restriction put in place by COVID has not been as seamless as we would have liked. Many of the upfront activities that would have been done both for staff and community were not done or not done as effectively. As a result, we have had to re-evaluate our approach and make adjustments to increase consistency and effectiveness for staff, students and parents.

## PROTOTYPE PLANS

**How Might We?** Develop strategies and techniques to further develop community, increase student voice and culture within and outside Fireside School?

### What Priority Areas Does It Address?

Student Engagement

Inclusion

Instructional Design

Making Learning Visible

#### Sources of Feedback

- Student feedback
- Staff feedback
- Community feedback (parents/guardians/etc.)

#### End Goals

- Student leadership will transition from single event-based planning to school-wide initiatives such as community partnerships
- Junior Leadership: Finding opportunities for leadership at the younger grades whereby students build skills gradually over time.
- The development of a more formal mechanism to garner student feedback on policies and procedures that directly affect the students
- Students consistently self-identifying when they need to use a technique for self-regulation or take advantage of their own optimal learning environment

## PROTOTYPES

**Name:** Pink Shirt Day (Anti-bullying day)

**Scope:** A school-wide anti-bullying activity

**Indicator of Success:** Having every class complete their masks with anti-bullying words or images and return them to the leadership class, seeing the visual in the Hawks Nest of the masks together spelling BE KIND with a large heart, seeing students wear their pink shirt, students engaging in spreading kindness and standing up to bullying.

**Description:** The grade 8 leadership students planned the pink shirt day school-wide activity and based it around a 'covid year'. Students prepped the visual for the "Hawks Nest", a common area within Fireside School, by tracing large letters and posting them which read "BE KIND" and had a giant heart outline beside it. They designed a different mask for each grade so there was variation among the masks. The students cut out and added the ear loops to all of the kindergarten and grade 1 student masks. Once the masks were ready to be sent out, students filled envelopes with appropriate numbers of masks and delivered these to the appropriate classrooms. Once the masks were returned, the leadership students posted them in the "Hawks Nest" on the letter and the heart to some of our school community coming together to "BE KIND". Several students did schoolwide announcements to encourage Fireside to wear pink on the 24<sup>th</sup> as well.

#### Prototype Iterations:

What worked well?

- Students generate the idea/theme for the Pink Shirt Day
- Students took the lead on creating, delivering, and hanging the masks that were used for the display
- Students did announcements in the lead up to the day promoting Pink Shirt Day.

- Our Grade 8 students developed a sense of ownership over the activity, which is essential

What was tricky?

- Getting the message out this year due to COVID regulations. Usually, we would have students going around to classrooms to show an example and provide an explanation on the process.
- Developing a whole school culture around Pink Shirt Day given the current COVID restrictions.
- Limitations on the activities possible given the COVID restrictions.
- This was the first whole school initiative for this group of Grade 8 students, and they required a fair bit of support from staff

What will we do moving forward?

- The learning that came from this activity was very much driven around how to work within the parameters of COVID restrictions
- More “build-up” in the weeks ahead of the event is necessary especially when COVID makes whole school initiatives more challenging.
- Use this group of students for another whole school culture project given that they learned a great deal about how to run such an event during these times.

Learnings: Students engaged in many skill developing moments during this activity. Planning a large-scale activity and then facilitating it as it unfolded involved many teachable moments. Time management, broadcasting the idea, working collaboratively were some examples of the learning that took place.

## PROFESSIONAL LEARNING PLAN

### Driving Questions

- How might we develop strategies and techniques to further support social/emotional challenges for all students, given our current reality of the COVID pandemic restrictions?
- How might we use literacy assessment to drive whole school programming, classroom instruction and communication with parents?
- How might we develop strategies and techniques to further develop community and culture within and outside Fireside School, given our current reality of the COVID pandemic restrictions?

### Learning Outcomes

- The development of a clear set of universal strategies that all students can utilize for social-emotional support. Additionally, the development and implementation of targeted supports for social-emotional needs that are planned, measurable and student-specific
- The development of a clear set of universal strategies that all students can utilize for the acquisition of literacy skills including both writing and reading. In addition, for individuals that have been identified as needing further support with one or more components of literacy, the development and implementation of targeted supports that are planned, measurable and student-specific
- A clear and concise process for staff to be able to have input in the direction of the school, to understand the “why” behind decision and how to access assistance when necessary. This is more challenging given the COVID restrictions, so much of our work, this year has been setting up the essential elements so that we are well placed to move forward when appropriate.

### Strategies

- Each Professional Learning Day is set up to support our three essential questions:
- Professional Learning Days included the following planned topics for each essential question:
  - a. Social-Emotional: using “fireside chat”, IPP process and review, building connections with students and staff, student self-regulation techniques, connecting students to our community and supporting students in crisis
  - b. Literacy: class profiles, using literacy data for planning and instruction, literacy in the content areas, updating reading behaviors and linking writing to reading
  - c. Community: school structure discussions, areas of strength and growth, school/classroom initiatives, budget and implications, meaningful implementation of FNMI into teaching practices
- In addition to the designated Professional Learning day’s the school set aside funds to support teachers in furthering their own skills in these areas, including working with RVS Specialist and taking part in sessions within and outside of Rocky View Schools.

## BUDGET HIGHLIGHTS

	2018/19	2019/20	2020/21
<b>Certificated Staff</b>	\$2 562 638	\$3 002 374	\$3 568 277
<b>Support Staff</b>	\$567 779	\$613 978	\$664 933
<b>Services &amp; Supplies</b>	\$293 041	\$147 814	\$159 510
<b>Other</b>	\$39 100	\$39 500	\$0
<b>Contingency</b>	\$0	\$0	\$0
<b>TOTAL EXPENDITURES</b>	\$3 462 558	\$3 803 666	\$4 392 720

## SCHOOL COUNCIL REVIEW

Date of School Council Engagement: February 3<sup>rd</sup>, 2021 & March 3<sup>rd</sup>, 2021

<p>What resonates with parents? What inspired them?</p> <ul style="list-style-type: none"> <li>• They appreciated the direction that the school is going and acknowledge all the work that has been done to keep the students safe during COVID pandemic.</li> </ul>
<p>What questions did they have?</p> <ul style="list-style-type: none"> <li>• There were some questions in regard to a few of the metrics that were N/A. School administration explained that the data for these was still being developed.</li> </ul>
<p>What did they find tricky?</p> <ul style="list-style-type: none"> <li>• The document is large and complex</li> <li>• Giving feedback this year has been more challenging as a result of COVID restrictions. As a result, the consultation process was impacted.</li> </ul>
<p>How can parents play a more active role in its implementation?</p> <ul style="list-style-type: none"> <li>• As we move into a post COVID environment the community will take a more active role in being involved in the day-to-day implementation of some the goals outlined in this document.</li> </ul>

This playbook was made in keeping with RVS planning norms and the advice and participation of students, staff and parents.



**Principal Signature**

March 4/21

**Date**

Representing our school's parent body, members of the parent body played an active role in the development of the playbook. (Circle One)

Strongly agree

Agree

Do not agree

**School Council Chair Signature**

**Date**



March 4<sup>th</sup>, 2021



March 4<sup>th</sup>, 2021