



FIRESIDE SCHOOL

INNOVATORS BY DESIGN



**ROCKY VIEW
SCHOOLS**

March 2023

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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.

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 focus on:

- **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.

SCHOOL ADMINISTRATION MESSAGE

The 2022/23 school year is an exciting one for Fireside School as we transition back to normal operations after nearly three years of COVID restrictions. As we reunite with our community, we have been reflecting on and developing events, programs, and learnings that promote positive culture both within and outside the walls of the school. Schools have a unique place within a community as both responsive to needs and builders of the culture of the school for the students and families they serve. As a large Kindergarten to Grade 8 school with over 900 individuals made up of students and staff, we are honoured and humbled by the effect we have on those that attend and work in this building. In addition to our role within this community another critical responsibility is to provide an engaging and informed approach to educating the students as outlined by the Alberta Education Programs of Study. This year's workbook will analyze, reflect, and put in place strategies and procedures to engage, support, and measure the success of new initiatives and our foundational role as an educational institution. As you read through the 2022/23 workbook, if there are items that interest you, make you ponder, or you question, please do not hesitate to reach out to us and ask.

The *Fireside School Workbook* is divided into two major sections, with the first portion focusing on the analysis of surveys and other reflective tools that parents, students, and staff have taken part in. The overall message of this feedback is positive and indicates that Fireside School is a place where students are growing academically, socially, and emotionally. We continue to have survey results that are above the provincial average in most categories, including, once again, Educational Quality. While our overall results continue to be positive, we will continue to strive to do everything we can to improve in those places where concern was noted. Parental Involvement was one area where we were slightly below the provincial average; throughout this report you will see how we have listened to you and have made changes to support and encourage families to be active participants at Fireside School. It is our hope that as of this report in early April, parental involvement is no longer an area of concern, but an area of strength, and if this is not so for you, we invite you to contact us.

The second portion of the workbook is a reflection on some of the important work that has been ongoing throughout the 2022/23 school year and a glimpse of where we will be focusing our attention in the school year to come. This portion of the workbook is created within the context of Rocky View Schools' areas of priority: Inclusion, Student Engagement, Instructional Design, and Making Learning Visible. We are excited by the initiatives we have worked on over the year and are confident that they are positively impacting the students at our school. A few of the topics highlighted are our literacy program, whole school community events, and a school-wide positive behaviour program.

Fireside staff are honoured and privileged to work with such a great community of families and children. This document is one way that we show you, our stakeholders, what we have been doing every day to foster growth, exploration, and confidence in the children that you send to us each day. On behalf of all staff at Fireside School, thank you for your support, and please know you are always welcome at your school.

Sincerely,

Dave Banderk

Dave Banderk
Principal

SCHOOL PROFILE

<p>Principal: Dave Banderk</p> <p>Assistant Principal: Tara Sly</p> <p>Assistant Principal: Jason Ness</p> <p>Website: https://fireside.rockyview.ab.ca/</p>	<p>Mission:</p> <ul style="list-style-type: none"> • At Fireside School, 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 in the outdoors, we are mindful of the goals of Rocky View Schools, the province, and our school community. <p>Beliefs:</p> <p><u>Social-Emotional Relationships:</u></p> <ul style="list-style-type: none"> • Learners get to know themselves and others as learners and people. • Learners practice building successful and nourishing relationships with students, adults, and the world that surrounds us. • Learners develop resiliency skills that help them navigate the normal ups and-downs of life. <p><u>Innovation, Openness, Flexibility, and Creativity:</u></p> <ul style="list-style-type: none"> • Learners develop a mindset that fosters creativity, flexibility, innovation, and openness that cultivates curiosity in the real world. <p><u>Competencies</u></p> <ul style="list-style-type: none"> • Learners develop competencies that allow them to be successful and contributing participants in an ever-evolving world. • Learners leave our school with a strong set of foundational skills in Numeracy and Literacy.
<p>Total number of:</p> <p>Teachers: 42 Support Staff: 21 Students: 812</p>	<p>Grades Served: K-8</p>

<p>Percentage of students:</p> <ul style="list-style-type: none"> • identified with specialized or exceptional needs: 12.4% • who are English Language Learners: 4% • who self-declare as First Nations, Inuit, or Metis: 5% • students reading at or above grade level based on F&P Assessment: <ul style="list-style-type: none"> ○ Grade 1: 60.9% ○ Grade 2: 60.2% ○ Grade 3: 51.4% ○ Grade 4: 57% ○ Grade 5: 56% ○ Grade 6: 26.5% ○ Grade 7: 4.8% ○ Grade 8: 14% • performing mathematics at or above grade level: <ul style="list-style-type: none"> ○ Grade 1: 70.9% ○ Grade 2: 85.8% ○ Grade 3: 87.6% ○ Grade 4: 24.2% ○ Grade 5: 29.0% ○ Grade 6: 25.5% ○ Grade 7: 29.1% ○ Grade 8: 9.1% 	<p>Unique features of our school?</p> <ul style="list-style-type: none"> • Fireside School opened in the fall of 2017, with approximately 300 students; since that time, it has grown to over 800 individuals. This rapid growth has meant that Fireside has had to develop its school culture within the context of an ever-changing landscape. • Fireside is a relatively new building – six years old – built upon the philosophy that learning is best done through a combination of collaboration and individualized work. The physical layout supports the flexible learning environments. From a resource standpoint, there is plentiful technology to support learners, and the school is well equipped to support physical literacy with, among other things, class sets of snowshoes, skis, and three distinct active spaces. • An Outdoor Learning Space will be built in May of 2023, kindly funded by <i>The Friends of Fireside Society</i> and fundraising from Read-a-Thon.
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Students Insights to guide our plans and goals for the 2022-23 year.

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

- It is great having Fine Arts and sport teams opportunities back to normal.
- Administrators and teachers talk to the classes about solving conflicts.
- Everyone is open-minded, friendly, and hardworking.
- Staff and students help each other out in classrooms and having fun with learning.

What do students think could be worked on or improved?

- More clubs and groups to join.
- Helping us to know who to go to with conflicts, problems, or issues.
- Let us know clear rules about what is okay and what is not.
- Reminders about how to be kind to each other when adults are not around.

In response to what students think, what actions could our school take to do better?

- Connecting reading to other creative activities (e.g., to drawing or creating pieces of art); these could be put up around the school or shared within the community.
- Helping students know who to talk to if they need help with learning.
- More time on the park or different spaces during recesses based on a schedule, not just always the same space all week.
- More fun activities like the fun Hallowe'en Dance and Spirit Days to help us be excited about school.

Parents Insights to guide our plans and goals for the 2022-23 year.

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

- Teachers are knowledgeable and provide a learning space that encourages students to thrive academically and social/emotionally.
- Classes are positively interacting with the community and the outdoors.
- The communication between staff and parents has been fantastic.
- Teacher approach to each student is individualized and positive.

What do parents think could be worked on or improved?

- Parking, student conflict, hot lunch.
- More enrichment and leadership opportunities.
- Reporting standards in PowerSchool are very vague and do not give a particularly good indication of what the student is doing in class as well as what they know versus what they are struggling with.
- More open houses for parents to attend with their child, example: Halloween dance or games.

In response to what parents think what are actions could our school take to do better?

- More patrols along the east side of the school during drop off and pick up. Even cross walk people at the cross walks on the east side.
- Find ways to build community that is inclusive, meaningful, and for the healthy development of children.
- More external activities such as skiing/snowboarding, swim lessons.
- More consistency with the use of Google Classroom (e.g., how homework and other projects are assigned, communicated, submitted, etc.)

Staff Insights to guide our plans and goals for the 2022-2023 year

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

- Literacy- with the targeted literacy groups I feel like I can better meet students where they are to help progress them further.
- The school-wide Positive Behaviour Intervention Strategies (PBIS) matrices (be safe, be respectful, be responsible) and SOAR assemblies have been a welcome addition this year
- Supportive environment for teachers and students. Examining the needs of the students are put first, developing plans are done collaboratively, open problem solving done in a positive, respectful, and realistic manner.
- Access to technology, student led clubs/activities, PBIS.

What do staff think could be worked on or improved?

- Easier access to math manipulatives (visual of what do we have and what grades would typically have them).
- Plans/support and communication regarding students requiring additional supports with regulation skills and academic learning.
- Streamlining of communication to parents.
- More opportunities for teachers to access Indigenous resources and other learning opportunities

In response to what staff think, what actions could our school take to do better?

- Continue to provide time for teams to meet during PL (Professional Learning), to work on literacy and numeracy continuums / assessments.
- Create and provide access to PBIS lessons and timeline so that each class/grade has gone through various expectations/lessons by a set date.
- Communicate with parents how to support students at home as partners in learning.
- Bringing in Indigenous Elders from surrounding communities to speak to classes or grade groups to share their stories and knowledge is a great place to start. Building community with Indigenous communities and not just Fireside community. Bring both communities together.

RVS Four Year Plan Survey Results

[RVS Four Year Plan Survey Results 2022](#)

<p>What does the survey indicate is going well?</p> <ul style="list-style-type: none">• Students feel engaged about learning.• Students feel they are learning about things that are important in the real world.• Students feel that their ideas are listened to by adults at the school (56.9% - “always” and another 26% - “Often”).• Students feel they are learning what they need to be successful.
<p>What does the survey indicate could be worked on or improved?</p> <ul style="list-style-type: none">• Students thinking about the ways they can learn.• Parents response to “My child can use numeracy skills to solve real life problems” was lower than expected.
<p>In response to the survey, we can?</p> <ul style="list-style-type: none">• Implement school-wide numeracy intervention.• Strengthen awareness and engagement of strategies to empower numeracy instruction and learning

RVS Assurance Model

	Data Source	2020/21
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool Attendance Data	79%
Percentage of students excessively absent due to health matters.	PowerSchool Attendance Data	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	95%
Fidelity percentage achieved for Tier 1 PBIS by the school	Tiered Fidelity Inventory by Learning Support Specialist	43%
Percentage of students who document and reflect on their learning.	myBlueprint Participation Stats	95%
Percentage of teachers who report that in the past three to five years the professional development and in-servicing received from the school authority has been focused, systematic, and contributed significantly to their ongoing growth.	Alberta Education Assurance Measures	93.3%

Alberta Education Assurance Measures Results (2022)

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	84.4	86.3	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	82.1	86.6	75.3	81.4	83.2	83.1	Very High	Improved	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	64.1	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	6.9	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	89.5	91.9	90.4	89.0	89.6	90.3	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.2	91.3	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	80.1	82.0	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	77.9	77.2	76.6	78.8	79.5	81.5	Intermediate	Maintained	Acceptable

Based on the data above, what do you think is going well?

- Fireside School continues to receive very high results with regards to *Educational Quality*, with a current satisfaction level of 89.5%. This continues to be an area of pride for the school and indicates the strong relationships between the staff, students, and families, fostering an education that meets the needs of students there.
- For the second year in a row Fireside has increased in the citizenship category over the 3-year average. We continue to actively search out and allocate resources to increase a sense of community within and outside the building.

Based on the data above, what do you think could be worked on or improved?

- Parental involvement continued to be lower than expected at 77.9%, which was an increase from 77.2% in the 2020/21 school year and above our 3-year average of 76.6%. However, it continues to be below the provincial average of 78.8% and as such is an ongoing focus for the 2022/23 school year.
- Access to Supports and Services decreased from the 2020/21 survey and once again was below the overall provincial average of 81.6%. While the difference between the provincial average and Fireside's (80.1%) resulted in an overall rating of acceptable, given the significant resources allocated to Learning Support and what we believe is extensive programming support, it continues to be an area of concern that we are below the provincial averages.

Based on the data above, what actions could our school take to do better?

- In cooperation with School Council, we continue to explore and offer several ways for the community to be actively involved in Fireside School. One barrier that we heard was the format of the Weekly Community Newsletter and, as a result, we have adjusted to a more user-friendly program that better supports parents reading on their phones. We hope if more families engage in our primary form of whole school communication, we will have an increase in community participation.
- Fireside School is fortunate to be able to provide a wide variety of supports both academically and socially/emotionally. The staff involved in these supports are experienced and incredibly knowledgeable. However, we are once again slightly below the provincial average in terms of access to support and services. The Learning Support team along with the school-based



administration have been working this year to ensure that we have a process in place that maximizes the positive impact on the school. Given the number of resources and the talent of the group, the disconnect is assumed to be due to a lack of clarity on the role and what we are doing to support students. We have been working hard this year to do a better job of communicating what we are doing and working with our community to support these goals.

PROTOTYPE PLANS

How Might We? Build a culture of excellence that is rooted in a set of common understandings and processes that support this endeavor?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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Sources of Input

- Positive Behaviour Intervention Strategies (PBIS) Committee and Administration.
- Student and staff feedback through both formal and informal tools (e.g., Tiered Fidelity Inventory).
- Establishing behavioral indicators (PBIS).
- Community feedback (RVS Survey, School Council feedback, Alberta Education Assurance Results).

End Goals

- Develop and implement common proactive language and behavior around “how to be” in the school (PBIS)
- Create consistent, well-developed, inclusive practices within the classrooms that support all learners (PBIS)
- Celebrations to recognize PBIS in action within our school community (e.g., S.O.A.R. Awards)
- Create a student leadership program that has a positive influence on the culture of the school

PROTOTYPES

Name: To develop and implement PBIS.

Scope: PBIS Committee, Matrices, and Lesson Development.

Indicators of Success: For the 2022/23 school year, we have identified four areas of focus within this goal that build upon the work that was done during the 2021/22 school year.

- 1) Formalize a PBIS committee who will have a key role in implementation.
- 2) Re-development of the PBIS Matrices based on grade levels. These matrices will describe in both words and graphically the positive behavior expectations.
- 3) Lesson development for Matrix elements shared with staff as the progression of implementation continues throughout the year.
- 4) Monthly SOAR (Spirit, Outstanding Character, Achievement, Respect) assembly that celebrates the accomplishments of students.

Description: This year, PBIS was an area of focus during our first Professional Learning Day. An overview of what it will look like this year, based on the work in the latter half of the last school year was introduced to staff; the presentation was data-informed and provided a foundation for the four *Indicators of Success* listed above. Staff were provided with access to grade level matrices for respectful, responsible, and safe.

The lead administrator provides overviews and lesson aspects to engage each week in the staff update; creation of a student-level S.O.A.R team was implemented within the first month; these students help to create and lead initiatives with younger students to help it solidify as a way of being within the school. Celebrations monthly to recognize students (nominated by staff) each month who are living the aspects associated with the S.O.A.R acronym in action: Spirit, outstanding character, achievement and respectful and responsible.

Prototype Iterations:

What is working?

- A small group of staff have been meeting this year to guide the PBIS implementation at the school.
- Matrices have been created for the Kindergarten to Grade 3 and Grade 4 to 8 levels that outline positive actions. The Matrices focus on specific areas or times within the school day and centre around Respectful, Responsible and Safe. The matrices have been placed in key locations within the school, and staff have been provided with a hard copy as well as a digital file.
- Since early December there have been whole-school lessons, created by school administration, and shared with staff on a semi-regular bases that support emergent issues through the PBIS lens. The lessons are developed in such a way that it can be easily modified to fit the broad range of grades at Fireside School.
- The SOAR assemblies have become a monthly feature within the building and are a valuable tool to celebrate the success of students; as well, it continues to develop a sense of community. Older and younger students are paired together for these assemblies to further encourage leadership opportunities and connection.

What has been tricky?

- It has been difficult to recruit additional staff members to be part of the PBIS Steering Committee. The staff currently involved are passionate and committed to the ideals of PBIS, but for PBIS to be imbedded in the culture of the school, there needs to be a larger and more diverse set of staff involved.
- Work needs to be done to ensure that staff and students are using similar language to the Matrices. While most students and staff can identify the Respectful, Responsible, and Safe mantra when dealing with a challenging behaviour or situation, it can be forgotten and as such more work needs to be done to ingrain it in the fabric of the school. The whole-school lessons have been one way to address this, but its actual implementation into the classroom is not as widespread as we want at this point. The PBIS committee has asked for feedback on the limiting factors to lesson implementation and is using this information to refine the process.
- As S.O.A.R. assemblies are new to the school for the 2022/23 school year, there have been modifications to the format as we continue to find the balance between celebrating student

success and encouraging community building activities while ensuring that it is relevant to students aged 5 to 13. An additional challenge is that the gym is too small to host all the students at one time and, as a result, we must do two assemblies, which is not ideal when you are trying to celebrate whole-school achievement and culture.

What will we do moving forward?

- For the 2023/24 school year, we will be requiring all certificated staff and encouraging non-certificated staff to be part of at least one school-based committee. The desired outcome is that staff members will take a more active role in the governance of the school, including the PBIS Committee, and, with greater participation, will come a more invested and diverse set of viewpoints.
- PBIS topics will be given 15 to 20 minutes at each staff meeting, as well as time at Professional Learning Days. This time will be used to explain next steps in Fireside School's PBIS journey and address any questions or concerns brought up by staff.
- S.O.A.R. assemblies will continue to evolve with the hope that, as the student leadership group expands their skill set, that they will take a more integral role in the planning and running of these events. As a staff, we need to continue to ensure that we are all using the monthly S.O.A.R. awards as a means of celebrating student success.

Winter Learnings: As we began to implement a whole-school cultural framework in a building with approximately 900 staff and students, that for numerous reasons has not had one, the challenge of getting everyone on the same page is significant. This has resulted in misunderstandings and unanticipated challenges with regards to the actualization of the vision.

Spring Learnings: As we've moved forward with the plan and staff and students are beginning to see what PBIS looks like and feels like, we are starting to get more traction. We continue to have challenges around full-scale implementation and, as such, are making adjustments that focus on teaching and learning.

PROTOTYPE PLANS

How Might We? Use common reading/comprehension to drive programming, instruction, and communication of learning and understanding with students and parents?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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Sources of Input

- Regular meetings with grade-level staff, Learning Support teams, School Administration, and Literacy Team on success and areas of and for growth.
- Administration of common literacy assessment tools through the year (Fountas and Pinnell, LENS CC3).
- Ongoing literacy assessments throughout the year and reporting via RTR of reading/comprehension level

End Goals

- Targeted Grade 1 to 3 literacy programs based on a student's current level of understanding (as determined through a standardized assessment/teacher observation)
- Targeted intervention programs for students below grade level (as determined through a standardized assessment/teacher observations) in Grade 4 to 8.
- Using data from common assessments (as determined through a standardized assessment/teacher observation) to create literacy programs within the classroom.

PROTOTYPES

Name: Utilization of whole-school reading/comprehension data to develop a literacy model that targets the students' current level of understanding.

Scope: Using whole-school common assessment data to identify learners' "current" level of understanding with respect to literacy. In Grades 1 to 3, students will then be put into cross-class groupings with other students of the same level and target strategies will be taught in 8-to-10-week cycles. In Grades 4 to 8, the data will be used to develop intervention groups for struggling learners to support their literacy acquisition. The Grade 4 to 8 group will be overseen by our literacy specialist.

Indicator of Success: For the 2022/23 school year we have identified two areas of focus within this goal that build upon the work that was done during the 2021/22 school year.

- 1) Increase in student literacy. This growth will be measurable through formal assessment practices and internal tracking by the Literacy Lead and grade-level teachers.
- 2) Sharing the literacy data and strategies with families will help to build understanding and capacity within our learning community.

Description: During the months of September and early October, teachers in Grade 2 to 8 completed a benchmark using the *Fountas and Pinnell Benchmark System 3* with students to determine and indicate an instructional level. Additionally, this data, along with alphabet recognition data from Grade 1, informed grade-wide literacy groups and instruction for Grades 1-3 during their assigned literacy blocks. Grade 1 to 3 teams met with our Literacy Support Teacher to determine a scope and sequence of literacy instruction for 45 mins a day. During this time, students are grouped together with similar literacy needs and receive explicit instruction and time-on-task from one member of the grade team or the Literacy Support Teacher. The *Layers of Reading Development* and Reading Behaviours were also used to focus on the types of activities and instruction students will receive in their targeted group. This process will continue in 8-to-10-week cycles for the remainder of the year using teacher observations and, when necessary, a formalized F & P test to identify literacy achievements. There will be a second formal F & P assessment done for all students in Grade 1 to 4 at the end of the year, as well as any students below grade level in 5 to 8.

Prototype Iterations:

What is working?

- When comparing Grade 1 to 3 literacy data from the 2021/22 and 2022/23 school year, we have seen a significant increase in the number of students reading at grade level as defined by Rocky View Schools. Additionally, when comparing the same group of students year over year, we are seeing that interventions are making a significant difference in literacy rates:
 - Grade 1: 2021/22 (23% at Grade Level) 2022/23 (61% at Grade Level)
 - Grade 2: 2021/22 (33% at Grade Level) 2022/23 (60.2% at Grade Level)
 - Grade 3: 2021/22 (34% at Grade Level) 2022/23 (51.4% at Grade Level).
- Grades 4 to 8 are using literacy data to support intervention strategies for struggling learners and to guide overall lesson planning.
- Staff in Grades 1 to 3 are required to report in PowerSchool at the end of each 8 to 10 week cycle the current reading behaviours of the child. This information gives families a clearer picture of where their learners are in their literacy journey and includes next steps in that process.

What has been tricky?

- The coordination of students with similar literacy skills from multiple classrooms has been logistically challenging. Additionally, creating, communicating, and implementation of a sequence of skill development between literacy groups has required a lot of work. There continues to be some challenges around coordination that are being refined as we move through the 8-to-10-week cycles. While tricky, it has provided an excellent opportunity for staff at a given grade level and the literacy specialist to explore concepts around reading and comprehension progression.
- The transition to using standardized literacy data to purposefully target individual student literacy and comprehension skills has been harder to accomplish at the Grade 4 to 8 level. While intervention strategies for struggling learners are working at the Grade 4 to 6 level, we are still exploring approaches at Grade 7 and 8.

- Through our consultation process with families around this initiative we have come to realize that the type of information provided to families and the mode of communication has been a challenge. One of the most significant issues is families struggling to access the information that teachers are posting within PowerSchool. As a school, we were assuming that families felt comfortable with PowerSchool, but it has become evident that assumption was incorrect.

What will we do moving forward?

- The Grade 1 to 3 model has provided documented proof that it works, and, with further refinement, we expect even greater success. The challenge will be to see if this model can be done with fewer staff resources next year, as the school budget and priority changes cannot sustain the current level of staff commitment. It is our belief that, now that the model is in place, it can be done with fewer resources, and there should be no effect on quality of instruction.
- With the Grade 1 to 3 program working very well, as noted above, more resources will be allocated to our older grades next year to support not only the current intervention model but an overall individualized literacy approach. The task for next year is to put in place, with support, a more school-wide structured approach of providing targeted literacy/comprehension development at the student's current level of performance.
- Given the feedback we have gotten from our community around communication, we have/are making some adjustments to our communication process. At the beginning of each cycle, currently in Grades 1 to 3, a letter will go home to families informing them of the upcoming round and where they can go to see specifics on what is being taught. In addition, we are going to provide PowerSchool information through our community newsletter and invite families in for a "How to Navigate PowerSchool" information night at the start of the 2023/24 school year.

Winter Learnings: With respect to the Grade 1 to 3 literacy program, it took much longer than anticipated to get in place the foundational pieces to make a grade-wide literacy program work. The work involved coordination of staff, testing of students, and development of an understanding of what a grade-wide program looks like. By late November, all three grades were participating, which was later than anticipated.

Spring Learnings: With respect to the Grade 1 to 3 literacy program, the work within the first few months of the school year has paid off, and we are seeing significant growth in students' literacy skills. This is a testament to the staff that are working together to support all the students of the grade and speaks to the importance of having all staff members on the "same page."

PROTOTYPE PLANS

How Might We? Continue to develop the identity of Fireside School through student, staff and community engagement and activities.

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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Sources of Input

- Student participation that builds year after year.
- Community feedback through formal (Alberta Education and RVS Surveys) and informal methods of data collection.
- Staff feedback on success and areas for growth.
- Staff participation.

End Goals

- Whole-school activities that promote active positive participation.
- The development of a mechanism to garner routine, meaningful student feedback on policies and procedures.
- School connections with larger community.

PROTOTYPES

Name: Community events such as Read-a-Thon, school concerts, S.O.A.R. Leadership Team (gr. 7&8 student leaders), junior student leadership (Grades 4 to 6), and community engagement opportunities.

Scope: Building on the momentum from last year around community events, Fireside will look at how to engage students in activities that celebrate key aspects and pillars of learning within our school and school culture, as well as offer opportunities for students to build their own capacity for leadership within the school and community.

Indicator of Success: For the 2022/23 school year we have identified four areas of focus within this goal that build upon the work that was done during the 2021/22 school year:

- 1) Our second annual whole-school month long event promoting reading will be run again this year called Read-a-Thon. The goal would be to increase the total number of minutes read as a school from last year's to over 900,000.
- 2) The development of S.O.A.R Leadership Team (Grade 7 and 8 student leaders), which will be sponsored by a school administrator and whose goal it is to develop and promote whole-school initiatives that are aligned with our PBIS goals.
- 3) The development of a junior leadership group (Grade 4 to 6) that will support events being hosted as a school and begin to develop skills that will transition into our S.O.A.R. Leadership Team.

- 4) A coordinated and well publicized plan to host after school community events such as Winter and Spring Concerts, Performing/Visual Arts Evening, Welcome Back BBQ, and K to 8 parent/students dances.

Description: In 2021-22, Fireside ran its first whole school event in over two years called Read-a-Thon. It offered students an opportunity to participate, consider, and reflect on the role of student engagement in whole-school activities. We intend to engage the same principles and student-staff engagement aspects into our initiatives and activities this year. It is our hope that students and families will continue to see the value of participating in and engaging with school-wide activities and that students will strive to take on roles of leadership and consider how to engage with the larger community. Additionally, the desire for student leadership opportunities was recognized, so that will be a key piece moving forward, empowered by grade-level initiatives and school-based opportunities, such as the S.O.A.R. Leadership Team and Junior Leadership Club.

Prototype Iterations:

What is working?

- During the month-long Read-a-Thon, the total number of minutes read by students and staff was 1.153 million, and it generated just over \$12000 towards our Outdoor Learning Space. In addition, the school gave out over 100 prizes from local vendors. This was above the goals that we had set for the event.
- The Student Leadership groups (S.O.A.R. Team and Junior Leadership Club) have been actively involved in several whole-school events. Depending on the event and the club, the scope of this engagement has been from a supporting role to running the event with minimal staff support. It is evident that, as the year has progressed, the level of skill and confidence in these groups of students has increased immensely.
- With the elimination of the restriction from COVID this year, we have organized three school-based high attendance events to date: Welcome Back BBQ, Winter Concert, and Spring Concert. Each event was met with positive community feedback, and we have had near capacity attendance. In addition, the school's Society organized a Hallowe'en parent/child dance, and it is in the planning stages for an end of the year Kindergarten to Grade 4 parent/student dance.

What has been tricky?

- As with many other initiatives, the challenge will be to transition the organization and planning of Read-a-Thon from a small number of staff to a larger committee. As we move to committee-based events and initiatives, there will be inherent challenges around governance, but the tradeoff is that there will be a larger institutional memory of how events such as this are organized and run.
- After several years of COVID restrictions, we are finding that students, while passionate and excited about events, are lacking foundational leadership/organizational skills. This problem is not isolated to Fireside, but rather across the division, and, as a result, requires additional support from staff to help organize events. The result is that many events this year have been more staff-driven than students-driven.

- The organization of events such as concerts and open houses in a school of 820 students is challenging and new for Fireside. The last time community events were held, the school had a total population of about 300. The staff sponsors, school administration, and volunteers are still learning the most optimal processes for running these large-scale events.

What will we do moving forward?

- As noted previously, for the 2023/24 school year, there will be an expectation that certificated staff take part in at least one committee; in addition, we will strongly encourage non-certificated staff to participate. This change in policy will ensure that there is a larger group of individuals engaged and providing feedback and assistance to our major initiatives and events. The goal is that this will foster more institutional memory so that, when certain staff leave, events and initiatives can continue to flourish and grow.
- Fireside School student leadership groups will continue to be provided opportunities to organize and run activities within the building and will then undertake a reflective process to analyze what worked and what could be adapted or changed. We are also looking at opportunities to further expand the experiences of our leadership students through partnerships with other schools in RVS.
- Developing a positive community connection through large scale events is a key pillar of Fireside School. Moving into the 2023/24 school year, Fireside will learn from this year and will be putting in place more events and adjusting current ones. One example of a change for the 2023/24 school year will be changing the second round of what was 3-Way Conferences to a more interactive Showcase of Learning.

Winter Learnings: The transition back to whole-school events after nearly three years of restrictions has resulted in a significant learning curve for both staff, the community, and our student leadership team. The desire for our community to re-engage in the school is significant and has resulted in Fireside School having to re-evaluate processes and procedures to ensure that we are doing things as efficiently as possible, while ensuring we are meeting the intended goal.

Spring Learnings: As we continue to offer more events, our community appreciates it. We will need to leverage this engagement to encourage our parent community to take a more active role in whole-school events, as well as School Council and Friends of Fireside. The more families get to know us, the more comfortable they will be to engage in events and governance that go beyond their children's classrooms.

PROFESSIONAL LEARNING PLAN for the 2022-2023 year to support our goals and plans.

Driving Questions

- How might we engage instructional strategies for consistent literacy and numeracy learning and growth?
- How might we foster a stronger culture of engagement and belonging? (Including how we strive to positively alter the nature of conflict in our building)

Learning Outcomes

- Strengthen awareness and engagement of strategies to empower numeracy and literacy instruction and learning.
- Increased understanding of how data can empower instructional initiatives and support efforts to help students engage with learning.
- Increased awareness of how PBIS and support models can operate positively and collaboratively.

Strategies

- Look at data from Literacy and Numeracy assessments collaboratively to consider how that data can improve instruction and learning experiences.
- Providing sessions (staff requests) regarding building capacity for numeracy/literacy, including through support of the numeracy/literacy specialist.
- Collaboration opportunities to build staff capacity in literacy and numeracy instruction.
- Opportunities to strengthen collegial sense of community to further strengthen school culture.



BUDGET HIGHLIGHTS

	2020/21	2021/22	2022/23
Certificated Staff	\$3 568 277	\$3 950 269	\$4 439 102
Support Staff	\$664 933	\$791 378	\$797 786
Services & Supplies	\$159 510	\$157 613	\$107 633
Other	0	0	0
Contingency	0	0	0
TOTAL EXPENDITURES	\$4 392 720	\$4 899 260	\$5,344,521



SCHOOL COUNCIL REVIEW

Date of School Council Engagement: March 1, 2023

<p>What resonates with parents? What inspired them?</p> <ul style="list-style-type: none"> Parents have noticed that there have been strong efforts and focus on community building and outreach. Parents are seeing improvement in their students' academic achievement particularly in literacy
<p>What questions did they have?</p> <ul style="list-style-type: none"> How do families find out about the metrics and data that we have gathered and analyzed? Is there a way to have updates on a quarterly basis to update families in initiative and success rates? Parents would like to have an overview of how literacy interventions are being implemented, what are the levels and areas of focus, and how parents can work on the same areas at home.
<p>What did they find tricky?</p> <ul style="list-style-type: none"> Weekly School Newsletter is not being read by as many community members as hoped for due to some issues with the format and downloading of the content. Inconsistent communication from teachers in terms of newsletters and updates on what is going on in the school and what groups and interventions are taking place in literacy and numeracy groups.
<p>How can parents play a more active role in its implementation?</p> <ul style="list-style-type: none"> Continue to explore ways to get more parents involved in groups such as School Council and Friends of Fireside, as these two organizations provide valuable feedback to School Administration. If parents have a clear understanding of what is being focused on academically, they can further support at home.

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

Dave Banderk

April 18, 2023

Principal Signature

Date

Representing our school's parent body, members of the parent body played an active role in the development of the School Workbook.

Strongly agree	<input checked="" type="radio"/> Agree	Do not agree
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Krystle Anderson

April 18, 2023

School Council Chair Signature

Date