



Fireside School

2015 - 2019 School Education Plan

May 2018

Year Four



MESSAGE FROM SCHOOL PRINCIPAL

"Project-based learning is the untamed space between the art of teaching & learning and the place we call life." Anonymous

"Not all classrooms have four walls" Anonymous

*"Curiosity is the wick in the candle of learning."
William Arthur Ward*

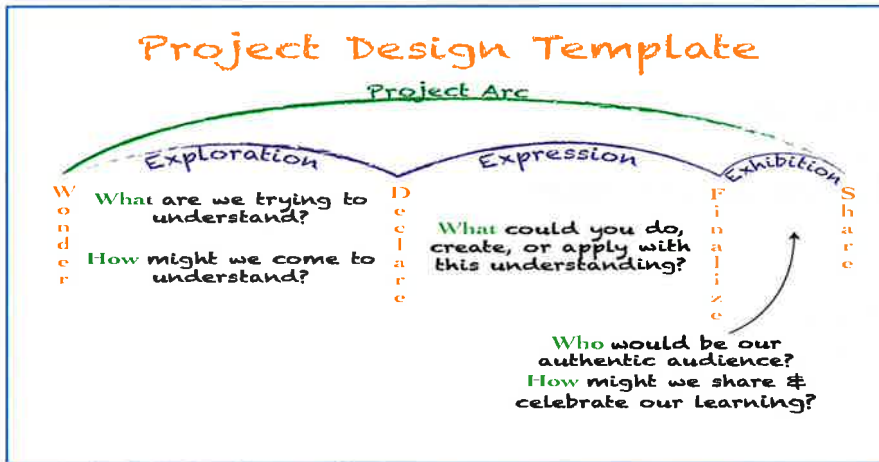
In support of Rocky View Schools' vision to ensure students are literate and numerate and are building 21st C competencies, our school will embark on a number of initiatives that will directly and indirectly support this vision. *Open Minds, Open Hearts, Open Doors* is Fireside's foundational statement that guides us in connecting our own vision, mission and guiding beliefs with those of RVS.

To begin, we will continue to use the Levelled Literacy Intervention program from Fountas and Pinnell. Our learning support team, alongside staff from all grades, has implemented a very effective and successful way of increasing reading levels across the board in our school. This initiative will continue in the 2018-2019 school year.

Additionally, our Numeracy Committee has met with our divisional numeracy specialist to begin drafting a plan that is directly supported by a number of professional learning opportunities. We endeavor to formulate a Numeracy Agreement in our school that will articulate a common vision for numeracy at Fireside. Further, cross graded reading collaboration between older and younger students will bring to bear the strength of a K to 8 school.

We have also committed as a staff to come to a common understanding about Project Based Learning. This approach (see picture of Project Design Template below) will have us work with divisional learning specialists to ensure across the grades understanding of the project-based learning approach. While not being our only instructional approach; we believe in a well-balanced approach to instruction and pedagogy, we aim to make Project Based Learning (PBL) one of our pivotal instructional methods at Fireside School. Our goal is to have a school wide exhibition of learning at the end of term two. This approach will foster the development of the 21 C competencies that are an integral part of the development of our students.

Finally, we will make Outdoor Learning a focus for our school. Learning outside supports a balanced way of being and learning. Students, just like everyone else, are not meant to be in the four walls traditional classroom for the whole day. Being outside regularly, interacting with the world beyond our walls is a research endorsed and documented way of diversifying learning. This, in turn, promotes positive mental health and healthy, functional (as opposed to dysfunctional) interactions between students and staff, all being part of the development of intra- and interactional competencies within our school and community.



Note: Project Design Template created by Jason Ness (RVS), based on Bright Works School's template.

I am thrilled to see these four pillars as main supports of the RVS vision. It strikes a balance between instructional approaches, fully supports literacy and numeracy development and provides a rich and vibrant learning environment for all learners in our community.

Sincerely,
Thomas Elbel

SCHOOL PROFILE

School Name: Fireside School

Principal: Thomas Elbel

Address: 12 Fireside Parkway, Cochrane, Alberta,

Phone: 403.932.4868

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Email: fireside@rockyview.ab.ca

Website: <http://fireside.rockyview.ab.ca/>

School Profile:

Grade Configuration:...Kindergarten to grade eight

Student Population:.....480

No. of Teachers:.....23.3

No. of Support Staff:.....9

Unique Features of our school include:

- New School as of September 2017
- Outdoor learning space in the second floor
- Outdoor Learning is a central thread in our school

Quotes from Parent Advocates

"This year has been a year of change, nervous excitement, and an opportunity to be a part of creating a strong foundation for the next seven years and beyond. Some of my daughter's highlights are being an MC for the Grand Opening, voting on the name of the school Mascot and school spirit and collaboration at Spray Lakes. As parents, we like the community engagement, open communication and friendly and supportive staff."

AF, grade one parent

"My daughter loves going to school. Every evening we talk about what we are grateful for, and she often says how much she loves her school and her teacher. Her love for learning is cherished, and staff go above and beyond to ensure students have creative input into their new environment, are cared for, and that their opinions are valued. Fireside school fosters a sense of community in learning, building positive relationships with parents, partnerships with the community, and beyond."

AF, Kindergarten parent

Student: "I am excited and honoured to be a Fireside school reporter because I get to interview and meet many people at school, and I love writing."

Parent: "The inauguration ceremony was amazing. I felt uplifted and so happy for my daughter to be able to attend a school where the children have a voice, and that voice is strong. It was heard during the ceremony with the beautiful Fireside School song and lyrics. I don't think there was a dry eye in the audience."

SB, grade 4 parent

"I am very impressed with the way that Fireside School is building a sense of belonging, community and safety. The staff has been consistently positive and supportive of my child and our family. As a parent, I feel warmly welcomed and encouraged to participate in the school community. Fireside's motto of "Open Minds, Open Hearts, Open Doors" is exemplified in the school's communication, practices and philosophy."

LM, grade 6 parent

RECENT ACHIEVEMENTS

There have been many achievements in our school over the past school year. Overarching all of the individual accomplishments, is the fact that we have begun to create a strong school community that identifies with our central motto, has articulated a vision, mission and guiding beliefs and has clearly set a direction for the coming year.

In particular, our staff and students have come together and created a very cohesive community over the past 9 months. Considering that all of our staff has had new assignments and most of us are new to each other, our students are all new to us and to each other, it is amazing what has been accomplished. Let us mention a few of the year's highlights.

Literacy Support

Our staff has developed a very strong literacy support model, where students are working with learning support to increase reading level through a school wide program (Levelled Literacy Intervention). Considering we were literally ordering, unpacking and organizing materials, while getting to know students and their abilities in literacy, I feel so proud of our staff for having accomplished this in year one. What an amazing achievement of the divisional goal and, even more importantly, what a great step forward in learning for our students.

Option Offerings

We offered options to grade 6 and 7 students as a result of the community's clear request to ensure that options were offered, if at all possible. Our option offering was second to none in our first year, offering courses from Arts, Coding and Outdoor Education to Makerspace, Modern Languages and Mad Science. This happened despite the staff and students often did not have the normally required space or materials available. To further illustrate, consider our band program. Our band was formed in September of 2017 and had no band room to work in, as well as, not having instruments available until November 14th when we actually moved into our building, where then many of the furnishings still needed to be set up and placed. Nonetheless, our band program was ready to play at our official opening at the end of January, where a choir performed and a school song that had been student created was sung by our entire student body.

Community & Culture Building

I would like to underline the many things that our staff and students participated in that transform a school into a school community and go far and wide beyond what is required. We had two classes participate in the Roots of Empathy program, supported by the Town of Cochrane. Two of our staff took on the Fish in Schools program (FINS) which provided an aquarium in our learning commons where many students observed the change of 60 trout from their egg to alevin to release-ready parr stage. Our official Kick-Off Day on November 30th, meant that cross graded groupings of students along with staff and over 40 parent volunteers came together to enjoy each other's company through the exploration of a varied physical literacy-based activities at Spray Lakes Community Sports Centre.

Further, it is important to underline that many of our staff had different grade levels collaborate, read and work with each other, go on field studies and further strengthen the fabric of our new K to 8 school community. We have a very strong fundraising group that is poised to build a playground within one year of moving into the building and we have a committed school council that, while small, is mighty. We look forward to our second year where PBL, Outdoor Learning, Literacy and Numeracy will further root our community.

PRIORITY AREAS OF FOCUS

Building our School Culture and Community

As a new school, it is essential that we continue to build our school culture and sense of community. Our first year has brought about a distillation of our values, mission, and vision for our school and wider community. As we move forward we will continue to work with our staff, students, parents, and wider school community to further deepen our understanding and vision for our school community.

Student and parental voice and involvement will continue to be a key component to the building of our school culture and community. This valuable input will be considered as we move towards creating clubs, intramurals, and other extracurricular programs for our students.

We will continue to support our students not only academically but socially and emotionally through programs such as Spark for Learning, MindUp, and the school wide implementation of our "Fireside Chats" to start our day with a mindful and intentional purpose. Continued and possible expansion of the "Roost" will allow teachers and students to access support for students who need assistance with self-regulation, academic support, or a quiet space to work.

Numeracy and Literacy

Our first year saw a successful implementation of a literacy program at Fireside. We will continue with ensuring there is a common literacy framework, language, resources, and supports across all grade levels to help our students be successful and literate learners.

Numeracy will be an area of growth for Fireside staff. Our numeracy committee will work with staff

to support students in building foundational numeracy skills such as basic math facts, place value, and computation. Staff will work collaboratively and with the RVS Numeracy specialist to build a school numeracy agreement. We will work together to curate resources and tools that will assist in identifying gaps in student learning and to support next steps for instruction and ultimately improve student achievement.

Project Based Learning

Creating and providing students with deep, meaningful, and real-world experiences is at the core of our beliefs at Fireside School. Staff will work with the RVS Design team to deepen our understanding of designing and implementing project-based learning across all grades utilizing our project-based learning arch. Professional learning and hands on support will be provided to staff to increase not only their knowledge of project-based learning but also to create meaningful and engaging projects in each class. A culminating school wide exhibition will be held to celebrate our students learning and provide students with an opportunity to share their knowledge and expertise with the larger school community.

GOAL: LEARNERS ARE SUCCESSFUL

Outcome	RVS Performance Measure	Strategies
Learners are literate and numerate.	<ul style="list-style-type: none"> ▪ (AE) Percentage of students/FNMI students in who achieved the acceptable standard and standard of excellence on Provincial Achievement Tests (cohort) and Diploma Exams. ▪ (RVS) Percentage of students, parents, and staff who agree that students are literate and numerate. ▪ (RVS) Percentage of Gr. 1-8/9 students attaining grade level expectations in English Language Arts and Mathematics. 	<ul style="list-style-type: none"> - Utilize Rocky View Schools' Literacy and Numeracy Framework as a guide to further develop and align the literacy and numeracy programs at Fireside - Continue targeted literacy instructional practices through LLI for grades 1-5 - Refine instruction and implementation of the Writer's and Reader's Workshop in grades 1-8 with guidance from the RVS Literacy Team - Provide ongoing professional learning for all staff related to early literacy, literacy, and numeracy - Offer multiple pathways to learning in literacy and numeracy through the use of digital, online learning and authentic experiences. - Introduce Professional Learning opportunities to teaching staff with the RVS numeracy specialist - Provide staff with embedded learning support meetings
Learners build 21 st C competencies (skills and knowledge).	<ul style="list-style-type: none"> ▪ (AE) Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship. ▪ (AE) Percentage of students/FNMI students who achieve the acceptable standard and standard of excellence on provincial Student Learning Assessments (competency measures). (Pending) ▪ (RVS) Percentage of students, parents, and staff who agree that students are building 21st C competencies. 	<ul style="list-style-type: none"> - Provide staff with professional learning and hands on support from the RVS Design Team in project-based learning - Students have access to multiple forms of technology to enhance their learning - Community partnerships such as FINS, Roots of Empathy, The Boys and Girls Club - Implementation of options/CTF courses allow students to explore new areas
Learners take ownership of their learning.	<ul style="list-style-type: none"> ▪ (AE) High school completion rate of students/FNMI self-identified students within three years of entering Grade 10. ▪ (AE) Annual dropout rate of students/FNMI students aged 14 to 18. ▪ (AE) Percentage of students/FNMI students eligible for a Rutherford Scholarship. ▪ (AE) High school to post-secondary transition rate of students/FNMI students within six years of entering Grade 10. ▪ (RVS) Percentage of students, parents, and staff agreement that students take ownership for their learning. ▪ (RVS) Percentage of staff that use balanced assessment practices to support student learning. 	<ul style="list-style-type: none"> - Project Based Learning - Students have access to differentiated online programs support student development of literacy and numeracy competencies (Mathletics, Raz-Kids). - My Blue Print electronic portfolios will be explored to showcase and celebrate student learning - Use of self and peer assessment enhances student learning and engagement - Exemplars and rubrics provide clear targets for learning - Collaborative construction of rubrics for assessment, self-assessment, and reflection - Continued used of Grade Book as a means for students and parents to understand student learning and progress - Teachers offer students multiple opportunities to demonstrate understanding of learning outcomes - Students can demonstrate their learning in a variety of ways

GOAL: LEARNERS ARE ENGAGED.

Outcome	RVS Performance Measure	Strategies
Real-world, hands-on learning experiences engage learners.	<ul style="list-style-type: none"> ▪ (RVS) Percentage of students and parents who believe teachers help students learn through engaging practices. ▪ (RVS) Percentage of students, parents, and staff who agree students are engaged in learning. ▪ (RVS) Percentage of staff that understands and use inquiry and project-based learning. 	<ul style="list-style-type: none"> ▪ Project Based Learning as a school wide corner stone instructional approach ▪ Outdoor focused learning – our staff will engage in school wide discussion about what outdoor learning looks like at Fireside from Kindergarten to Grade 8.
Innovative and effective practices enrich learning.	<ul style="list-style-type: none"> • (AE) Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. • (RVS) Percentage of staff satisfied that professional learning has positively impacted their instruction and/or effectiveness. • (RVS) Percentage of students who feel connected, confident, and resilient (SOSQ data). 	<ul style="list-style-type: none"> ▪ House Groupings in our school ▪ We have a detailed PL plan in place for the 2018-19 school year focusing on PBL, Outdoor Learning, Literacy and Numeracy ▪ CDA/PBS driven strategies: Roots of Empathy, Grandparent Group, Boys & Girls Club, FINS, Stream of Dreams, Playground Pals, Friendship Club, Divorce Group, Zones of Regulation, Mind Up, Cross Grade Collaborations.
Partnerships enhance and fuel learning.	<ul style="list-style-type: none"> ▪ (AE) Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. ▪ (RVS) Percentage of staff and parents who agree that the schools build meaningful relationships with home and partnership with the community. 	<ul style="list-style-type: none"> ▪ Community Email Updates – just in time rather than just in case. ▪ Open Door approach to meeting with parents ▪ Invitation to community at events such as Kindergarten Open House in June.

(RVS) Jurisdictional Measure (AE) – Alberta Education Measure

GOAL: LEARNERS ARE SUPPORTED.

Outcome	RVS Performance Measure	Strategies
<p>Learners feel well, safe, valued, and respected.</p>	<ul style="list-style-type: none"> ▪ (AE) Percentage of teachers, parents, and students who agree that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. ▪ (RVS) Percentage of students, parents, and staff who agree that learning environments are caring, safe, and respectful and promote wellness. 	<ul style="list-style-type: none"> - Our CDA and PBS continue to support staff, students and parents - School wide implementation of "Fireside Chats" to start the day purposefully and intentionally focused on building community and relationships - Collaboration amongst staff to better understand the needs of students as a whole child - Implementation of Spark for Learning and MIndUp to build strategies for regulation and enhancing learning - Implementing physical literacy strategies to promote wellness and regulation - Continued partnership with the Boys and Girls Club – Girl's Club,
<p>Learning is accessible, individualized, and challenging.</p>	<ul style="list-style-type: none"> ▪ (AE) Percentage of teachers, parents, and students satisfied with the overall quality of basic education. ▪ (RVS) Percentage of students and staffs who agree that they have appropriate technical and learning supports to meet student needs. ▪ (RVS) Percentage of parents and staff who agree that students with special needs are meeting their learning goals. 	<ul style="list-style-type: none"> - Staff are provided with embedded meeting time with the Learning Support teacher to work on IPP's and address differentiation needs - Individualized and targeted literacy instruction using LLI - Embedded numeracy support for staff and students - Parental surveys for input for student IPPs - Instructional design and supports individualize learning through choice on assignments and projects, consideration of students learning styles, strengths, interests, and preferences - Learning spaces are created to meet learner needs and include a variety of tools for learning and regulation (flexible seating, sensory bins, etc.) - Spaces for collaboration, regulation, and quiet work are provided to meet the needs of learners (Roost, Hawk's Nest)
<p>Student-centered decisions propel achievement.</p>	<ul style="list-style-type: none"> ▪ (RVS) Percentage of students, parents, and staff who agree schools have a student-centered focus. 	<ul style="list-style-type: none"> - Student voice is included in leadership opportunities, programs, and other relevant areas - Student led assemblies - Promote student ownership of shared spaces such as the Hawk's Nest, Gym, Roost - Continued use of student focus groups

(RVS) Jurisdictional Measure (AE) – Alberta Education Measure

PROFESSIONAL LEARNING INQUIRY

Goal:

RVS leaders and teachers will create the conditions within which quality teaching and optimal learning can occur and be sustained to enable achievement of learning outcomes.

RVS Essential Question:

In the pursuit of best serving students' learning needs, how might the school help staff become self-directed, lifelong learners?

School Based Essential Question:

With RVS' essential question in mind, please provide your school's inquiry question in the space provided below. This question is to drive the professional learning for your respective school community. A professional learning plan template will be released at a later date, along with the opportunity to engage with our Learning Design team, to flesh out your school's professional learning inquiry plan.

How can Fireside staff use project-based learning, outdoor learning and real-world connections to create engaged and self-directed learners?

SCHOOL BUNDLE ROLL-OUT

School Bundle Roll-out

Administrator Debriefing	▪ March 14, 2019	
Public Website Development	▪ March 19 th & 20 th , 2019	Suzanne Greenland
SGF Centralization and Ecommerce Development	▪ March 21 st & 22 nd , 2019	Diane Anderson & Robyn Bujold
Staff Web Portal Introduction	▪ Apr 10 th , 2019	Staff Meeting 2:45pm to 3:30pm
Onsite Support	▪ Apr 17 th , 2019	There are 25 teachers at Fireside in 2018-19

BUDGET HIGHLIGHTS

	2016/17	2017/18	2018/19
Certificated Staff	N/A	19.0 FTE (Enrolment of 321 in September of 2017 and 360 in May of 2018)	25.0 FTE (Our projected enrolment is 480, currently 450 students are registered for September of 2018)
Support Staff	N/A	9.914 FTE (CIF funding accounted for 1.014 FTE support staff)	9.014 FTE (CIF funding not yet included, we have absorbed the 0.014 from school funds)
Services & Supplies	N/A	\$178, 184	\$167, 470
Other	N/A		
Contingency	N/A	\$128, 530	\$2157 (this will still increase as the carry-over will not be determined until September of 2018)
TOTAL EXPENDITURES	N/A	\$2,807,926	\$3,223, 663

2015-2019 SCHOOL EDUCATION PLAN (Year Four) APPROVAL FORM

Expectation: The plan was made in keeping with system parameters and in consultation with staff and the advice of School Council.

There has been consultation with:

	Yes	Date(s)
School Staff	<input checked="" type="checkbox"/>	May 18 - Priority Areas April 9 - Mission/Vision
School Council	<input checked="" type="checkbox"/>	May 24/18 - meeting to Council chairs April School Council for Vision/Mission

I, (*Principal*), certify that the proposed School Education Plan was developed in consultation with staff and with advice from the School Council and according to the other parameters, guidelines and expectations outlined by Rocky View Schools.



Principal Signature


May 24/18
Date



School Council Chair Signature

23/5/18
Date

Subject to monitoring and review, I approve in principle the proposed School Education Plan based on the certification above.



Superintendent of Schools

July 6, 2018

Date

