

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Dr. Danielle Else
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Fireside Elementary School
(As it should appear in the official records)

School Mailing Address 3725 E. Lone Cactus Drive
(If address is P.O. Box, also include street address.)

City Phoenix State AZ Zip Code+4 (9 digits total) 85050-8360

County Maricopa

Telephone (602) 449-4700 Fax (602) 449-4705

Web site/URL <https://fireside.pvschools.net/> E-mail delse@pvschools.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Troy Bales E-mail tbales@pvschools.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Paradise Valley Unified School District Tel. (602) 449-2000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Nancy Case
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 28 Elementary schools (includes K-8)
 - 7 Middle/Junior high schools
 - 5 High schools
 - 1 K-12 schools
- 41 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- ☐ Urban (city or town)
☒ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	96
1	101
2	91
3	99
4	108
5	127
6	99
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	721

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
 - 19 % Asian
 - 1 % Black or African American
 - 8 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 66 % White
 - 5 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 5%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	17
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	20
(3) Total of all transferred students [sum of rows (1) and (2)]	37
(4) Total number of students in the school as of October 1, 2021	708
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

6. Specify each non-English language represented in the school (separate languages by commas):

Navajo, Hindi, Malayalam, Polish, Arabic, Telugu, French, German, Hungarian, Korean, Mandarin, Vietnamese, Serbo-Croatian, Serbian, Persian, Gujarati, Tamil

English Language Learners (ELL) in the school: 1 %
7 Total number ELL

7. Students eligible for free/reduced-priced meals: 6 %

Total number students who qualify: 46

8. Students receiving special education services with an IEP: 9 %
Total number of students served 64

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>3</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>16</u> Other Health Impaired
<u>5</u> Developmental Delay	<u>20</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>43</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 4 %
Total number of students served: 31

10. Number of years the principal has been in the position at this school: 3

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	35
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	12
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	93%	98%	96%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

16. In a couple of sentences, provide the school's mission or vision statement.

At Fireside, we are proud to provide a physically and emotionally safe environment that encourages ALL children to be lifelong learners. We exist to help our children develop the creative problem solving skills necessary to be successful in a changing, global society. We exist to be a community that models collaboration, mutual respect, and responsibility.

17. Provide a URL link to the school's nondiscrimination policy.

<https://www.pvschools.net/notices/non-discrimination>

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

Fireside Elementary School serves 730 K-6 students in their quest for learning. Located in Phoenix, Arizona, Fireside is one of 28 elementary schools within the Paradise Valley Unified School District (PVUSD). The school utilizes a green building design featuring skylights, an onsite water harvester that collects rainwater and reclaimed water, and solar panels. Fireside is a neighborhood school with a majority of students coming from homes with working, educated parents. Over 45% of students are welcomed to the school through open-enrollment which adds to the diversity of the campus. Families seek out enrollment at Fireside to become part of a community with an excellent academic education and a trusting environment.

The mission of Fireside is to provide a physically and emotionally safe environment that encourages all children to be lifelong learners in a community that models collaboration, mutual respect, and responsibility. It is the intent of the Fireside team of teaching professionals to actively engage students in a learning community where creativity, curiosity, and strategic thinking through dynamic and continuous development are nurtured. Fireside cultivates respectful and meaningful relationships while modeling character, equity, and ethical behavior. Community stakeholders embrace the values of: safety, child-centered programs, diversity, student achievement, communication, and community support.

Fireside has defined itself as a community of excellence. The Arizona Department of Education has validated Fireside's practice with an A-F Letter Grade of "A" in every year accountability grades have been assigned. In 2022, US News & World Reports ranked Fireside in its inaugural list of Best Elementary Schools. Twice, Fireside has been recognized as an award-winning Positive Behavior Intervention and Supports (PBIS) school by PBIS-AZ. In 2018, Fireside was awarded with a Bronze Achievement Award recognizing high fidelity at Tier 1 plus four months of student improvement data. In 2019, Fireside was recognized with a Silver Achievement Award for high fidelity at Tier 1 with some Tier 2/3 and one year of student improvement. Continued recognition from both local and national organizations validates our practice and propels us to continue to grow our efforts to engage, inspire, and nurture students through high-quality instruction, meaningful educational opportunities, and dynamic learning experiences.

Four key strategies allow students to engage in unique opportunities at Fireside and to succeed academically, socially, emotionally, and behaviorally. The school improvement plan at Fireside focuses on a positive school environment and academic achievement. Points of pride include the collaborative culture of Fireside stakeholders, the implementation of PBIS, the Multi-Tiered System of Supports (MTSS) system, and the Comprehensive Gifted Self-Contained (CGC) Program.

Students, parents, and educators alike pride themselves on the success of the school. Fireside teachers are highly educated, with 70 percent of Fireside's teacher staff having a master's degree or doctorate. Dedicated to the profession and exceptional student experiences, three teachers hold National Board Certification, and one-third of the teaching staff has been a part of the Fireside family since the school opened ten years ago. The culture of Fireside expects that educators, too, are lifelong learners.

Paramount to the development of student potential is the family involvement defining this strong and dedicated community. Parent volunteer programs are so strongly supported that they have continued through the pandemic with minimal disruption. Volunteers have returned to campus and continue to enrich the student experience with programs such as Digital Citizenship, Junior Achievement, Art Masterpiece, and community events. Generous community involvement enhances the role of the students while educating the student population on topics such as food insecurity and clothing poverty.

The positive school environment at Fireside weaves through the fiber of the school. PBIS supports a culture of upstanding citizens and creates a positive and safe environment for all students to learn and grow socially, emotionally, and behaviorally. The school motto at Fireside is "Ignite Your SPARK," which encourages students to be Safe, Positive, Appropriate, Responsible, and Kind in their attitudes and demeanor in class, on the playground, and in the halls.

Also unique to Fireside are academic programs and procedures in place to ensure the needs of all learners

are met. Teachers work together within an MTSS framework to monitor student progress, design interventions, and utilize data to support flexible grouping models. The establishment of a collaborative team for support has been a critical component. Teachers rely heavily on data to drive instruction. Student goal-setting and differentiated opportunities provided by teachers support both intervention and enrichment. Enrichment opportunities are planned carefully for students based on standards-targeted testing data and individual student goal-setting.

Additionally, Fireside houses a Comprehensive Gifted Self-Contained (CGC) program, a flagship program in the Paradise Valley Unified School District. Designed to meet the needs of highly gifted students, the program teaches students thoughtful, in-depth analysis in a problem-based interdisciplinary curriculum that cultivates habits of mind and seeks to challenge students in all content areas.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

The core English Language Arts (ELA) curriculum delivered at Fireside is designed to develop proficiency in reading, writing, listening, and speaking through alignment to the Arizona State Standards. With a goal of providing access to a comprehensive, equitable, standards-based education, curriculum is guided by curriculum maps and a Guaranteed Viable Curriculum (GVC). The core reading program implemented in all classrooms is McGraw Hill's Wonders.

K-1 students work to develop phonemic awareness, the underlying skills leading to word reading using phonics. In grades 2-3, students learn advanced phonics skills and build fluency in order to lessen the cognitive load, allowing them to build comprehension and vocabulary acquisition. Teachers at all grade levels build skills to facilitate reading comprehension. Teachers engage students in best practices, including: strong word attack skills to promote fluency, establishing a strong knowledge and vocabulary base for comprehension, and instruction on language structure and literacy knowledge.

In addition to the core curriculum, students in grades 4-6 engage in novel studies aligned to Core Knowledge. Novel studies integrate ELA standards across other disciplines to support literacy and enhance students' prior knowledge. This approach also creates opportunities for students to engage with nonfiction texts.

Teachers rely heavily on data to drive instruction and to formulate what will happen in small group instruction. Student goal setting and differentiated opportunities provided by teachers support growth and rigor. Teachers utilize graphic organizers, thinking maps, and data from progress monitoring to review concepts and increase student levels of understanding. Enrichment opportunities are planned carefully for students based on standards-targeted testing data and individual student goal-setting.

The variety of assessments utilized to inform instructional design and interventions includes a universal screening tool, state-standardized testing, progress monitoring, and content standards assessments. Universal screeners check for grade-level reading proficiency and skill levels attained. The content standards assessments allow teachers to pinpoint standards in need of reteaching until mastery is achieved, while also functioning as documentation of standards which already indicate mastery. These regular assessments also provide a consistent, real-time monitor of student depth of knowledge for essential standards.

Students in grades K-3 are scheduled according to the gifted cluster model. In grades 4-6, eligible students participate in Content Replacement Gifted Reading which consists of four enrichment and extension ELA elements: Latin stems, diverse literature, vocabulary, and in-depth grammar study. Fifth and sixth grade students integrate their learning into ongoing passion projects and cultural observances such as Black History Month and Women's History Month slide presentations. Projects integrate academic content and also serve as opportunities to elevate student voice, advocacy, and personal interests in the classroom.

Within the Comprehensive Gifted Classrooms, student needs are met by supporting the cornerstones of gifted education: depth, complexity, acceleration, and novelty. Students are challenged to think like experts, applying their knowledge in high-level discourse through novel studies, hexagonal thinking, Socratic seminars, and philosophical chairs.

1b. Mathematics curriculum content, instruction, and assessment:

Math curriculum is based upon the Arizona state standards and aligned to the PVUSD Guaranteed Viable Curriculum (GVC). Teachers utilize the pacing guide to ensure state standards are met prior to standardized testing in April. Math instruction is delivered through the district-adopted curricular programs Eureka K-5,

Open Up Resources in grade 6, and computer-based Zearn. Additionally, teachers use manipulatives and a hands-on approach to learning. Set within daily math instruction are cross-curricular reading comprehension skills to facilitate student understanding of definitions, directions, and word problems.

Students engage in lessons that begin with a warm up, followed by activities or problem sets, which allow them to explore math concepts, and, finally, wrap up with a check for understanding. Teachers facilitate think-pair-share exercises and whiteboard exchanges to foster an environment of collaboration and engagement. Daily math talks establish common math vocabulary, in order that students understand teacher and peer ideas. In this way, students engage in critical-thinking discourse, as well as processing the way other people think. When students approach a word problem or algorithm, they work autonomously or cooperatively with peers to solve problems by choosing the best individual methodology. Additionally, students engage with real-world math concepts in highly engaging projects, such as creating models of dream homes or planning a dream vacation given a fixed budget.

Technology plays a large role in math instruction, as all grade levels utilize the online program Zearn for daily practice and reinforcement. Students build foundational number sense through an adaptive fluency experience. Zearn presents students interactive computer-based math practice that works in tandem with their Eureka lesson to solidify concepts. Zearn also functions as a real-time, daily formative assessment for teachers, providing precise and immediate data, allowing for differentiated reinforcement based on individual student need. Teachers are able to rely on formative and summative assessments to make individualized or group adjustments to instruction based on data. Additionally, pre-screeners are available for each math module. Students are given periodic assessments including district common assessments, STAR math, Khan Academy, and Freckle to provide teachers with data used to drive instruction, particularly as to standards-targeted reteaching to mastery.

Content Replacement Gifted Math classes consist of exploring accelerated math content through the lens of the eight mathematical practices, real world applications, Noetic math competition, Scholastic's Dynamath periodical, and integrating depth-of-knowledge language icons. Each month, students engage in a community cultural calendar project which considers the important role math continues to play in the cultures of diverse communities, from the earliest tradition of counting and marking days, to celebrations, memorials and commemorations. This opportunity for giving space and time at the beginning of each month to explore important cultural observances fosters a strong classroom community, an appreciation of diverse cultures in our class families, and global awareness.

Comprehensive Gifted Classrooms provide the opportunity for students to proceed through the district math curriculum at an accelerated pace. Many students are two grade levels ahead in math, while still providing the students with the ability to analyze and apply their learning to real world situations.

1c. Science curriculum content, instruction, and assessment:

Science curriculum at Fireside is aligned to AZ Science Standards, providing vertical alignment of core ideas rooted in Next Generation Science Standards (NGSS) and crosscutting concepts to inspire students to engage with the natural world. Teachers embrace students' natural curiosity and wonder about the world and how things work.

Teachers utilize district-adopted FOSS (Full-Option Science Systems) kits to support inquiry-based, hands-on learning across all grades. When learning about the life cycle, kindergarteners observe goldfish, butterflies, snails, and isopods, raised in their own classroom. Third graders infer knowledge about their own sensory systems dissecting a cow eye, fourth graders learn about stored energy making their own roller coasters, and sixth graders draw inferences about the human immune and integumentary systems studying the decay of apples when the skin is ruptured. These experiences provide the opportunity for students to make meaningful connections to the universe as they investigate, ask, discuss, debate, and collaborate.

Many units offer cross-curricular opportunities for informational reading and math practice, particularly calculation and visual representation of data. Students participate in field trips as culminating activities, such as visiting the Arizona Science Center, Phoenix Herpetological Society, the Phoenix Zoo, Science on

Wheels, or the local skating rink. Fifth grade students venture to an overnight camp in the pine forests of Northern Arizona to experience woodland ecology, geology, and biology first-hand. As sixth graders, students head for the Pacific Ocean, some for the first time, for three days of marine ecology/biology at Catalina Island Marine Institute.

Science assessments allow students to provide evidence of their ability to use science and engineering practices. I-Checks within FOSS assess student understanding and guide instruction. Other common assessments include portfolios, lab or research reports, and projects measuring student understanding of all three dimensions of the Arizona Science Standards.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

Fireside teachers develop a rich Social Studies experience aligned to Arizona state standards and supported by Core Knowledge. The Core Knowledge curriculum is content-rich, cumulative, and taught in a context-specific way, building a strong foundation from which students learn, organize, evaluate, and apply new information. Core Knowledge curriculum is elaborated upon with Discovery Education's multimedia-rich Social Studies TechBook, providing multiple perspectives for deep social and academic integration.

Content builds from a local to national to global level. Spiraled content allows students to dive deeper across grade levels, gradually building a more broad understanding of the world around them and beyond. Instructional resources vary from year to year, with teachers utilizing technology, literature, and nonfiction text to adventure to different places, including visiting national landmarks and learning about indigenous animals and cultures from all around the world. Students engage with highly-curated primary sources in the classroom via technology. Fireside teachers guide students to understand history and social studies not only as a window into other lands and times, but also as a mirror to look within themselves.

Field trips to sites including the Pioneer Living History Museum, Musical Instrument Museum, and Medieval Times transport students into time periods long since passed. Students showcase their knowledge during classroom exhibition events such as the Viking Festival and Greek Forum. During these immersive events students travel back in time to share their knowledge with peers and parents.

Assessment of Social Studies standards is conducted through classroom discussion, engagement in projects, and writing tasks. Anchor standards recur throughout students' academic careers, providing a spiraled framework for growing their understanding of the world and their role in it. Common unit and formative assessments assess all five dimensions of the Arizona History and Social Science Standards, and prepare students to be community-minded, critical-thinking citizens in a diverse and collaborative global community.

1e. For schools that serve grades 7-12:

1f. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Fireside students engage in elective offerings through a weekly rotation of five special-area classes. Included in the rotation are: physical education (PE), visual art, general music, STEM, and SEL. Upon reaching fourth grade, students may elect to add band, chorus, and/or string orchestra to their schedule. Fine Arts instruction is augmented by district-level enrichment opportunities, such as art shows, concerts, exhibitions, recitals, district honor bands, honor orchestras, and honor choirs, as well as an all-district arts festival.

Art and music content is aligned to Arizona state standards and bolstered by Core Knowledge Social Studies and Arts, which connect students' acquired knowledge to real-world culture, understanding, and history. Art and music classes support a continuum of learning where students experience the arts. Unique to Fireside, students engage in a rich instrumental experience, learning with ukuleles, guitars, recorders, drums, and Orff-Schulwerk instruments.

More than 100 students participate in chorus annually, attending weekly practice outside of school hours and performing in two concerts per year. Band and strings students attend and participate in concerts and district music festivals, which incorporate performances from middle and high school students, providing a unique and inspirational opportunity to envision their future selves as members of middle and high school performances.

2b. Physical education/health/nutrition

The physical education experience at Fireside focuses on mental, physical, and emotional health. Students in grades K-6 engage in the elective rotation, attending PE once per week. Aligned to state and national Physical Education standards, the PE goal aims to develop physical literacy, build self-confidence, and encourage confidence in physical activity.

Field Day is an opportunity for students to demonstrate what they have learned and to engage in healthy competition designed to encourage sportsmanship and perseverance. In preparation for the District Field Day competition, students participate in site-based field day celebrations of physical activity. During these events, all 4th-6th grade students participate in team play as they move from station to station. Sixth grade students have an opportunity to lead and monitor the events for the younger students during K-3 Field Day, and those who qualify attend the District Field Day event to compete with other schools.

To support stress reduction and anxiety management, students engage in an SEL class aligned with the Collaborative for Academic, Social, Emotional Learning (CASEL) framework. At the center of the CASEL framework are five core social and emotional competencies: self-awareness, self-management, responsible decision-making, relationship skills, and social awareness.

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

Fireside students are supported by a 1:1 student-to-Chromebook ratio and the Google Education suite. Students engage with online curricula to reinforce skills, develop research strategies, take virtual field trips, and engage in assessments to guide student learning.

Weekly, K-6 students engage in library time. The media tech extends content standards by engaging students in reading circles. With a focus on developing a love for reading, library time helps books come alive. The Fireside library has an abundance of books related to different cultures, social and emotional lessons, and kindness.

During the elective rotation, K-6 students engage in a STEM class weekly. Students explore their natural curiosity and connections to the world through project-based learning and authentic experiences. A robotics unit offers opportunities for students to utilize problem-solving skills, analytical reasoning, and computational thinking. Robotics helps young students develop cognitive skills and mathematical thinking. Older students utilize advanced robots that can perform complex tasks and are more complicated to program. A highlight of the STEM experience is the Kindergarten Garden in which kindergarten students tend a community garden that has grown lettuce, tomatoes, and other vegetables during the planting cycle in Arizona.

2e. Any other interesting or innovative curriculum programs you would like to share

Fireside students engage in enrichment opportunities during class through programs supported by a strong partnership with parent and community volunteers.

Digital Citizenship, a collaborative effort between Fireside parents and the school, uses Common Sense Media's Digital Citizenship curriculum to address digital dilemmas that students face, giving them the skills they need to succeed as digital learners and become citizen-leaders of the future. Certified Parent Volunteers teach six lessons per year to 3rd-6th grade students. Program goals include responsibility to oneself, friends and family, and the larger community.

Junior Achievement (JA) teaches children about entrepreneurship, financial literacy, and work readiness. Students K-6 learn the basic concepts of business and economics using an interactive approach. Parents volunteer their time to deliver lessons to students and bring their real-world expertise into the classroom. The JA experience culminates in a sixth grade field trip to JA BizTown, a student-sized city where students engage in a simulated full-day learning experience.

Art Masterpiece, a monthly enrichment program, is provided to K-6 students to promote art literacy in children. Parent volunteers aid in developing imagination, helping students invent new connections among the five senses, and develop creativity. Bulletin boards throughout the school display a rotating collection of student-produced masterpieces.

3. Academic Supports

3a. Students performing below grade level:

Fireside engages in a Multi-Tiered System of Support (MTSS) process to guide interventions for students who perform below grade level. Interventional needs are met through a variety of instructional supports. The master schedule defines classroom Tier 2 blocks, flexible grouping time, an intervention and extension block, and designated instructional minutes with math and reading specialist support.

Schoolwide, classroom teachers support students by differentiating content, product, process, and environment. Data-driven flexible grouping within grade levels results in specific skill remediation and a high volume of students served. Evidence-based curricular materials have been implemented for skill remediation during Tier 2 instruction, allowing students to gain the necessary skills to access Tier 1 curriculum. Student rate of improvement is monitored to drive informed educational decisions. Students may be supported in Tier 2 for a brief period of time, while others might require more intensive support for which the school utilizes the FITT principle (Frequency, Intensity, Times, and Time of the Day). Through regular progress monitoring, students determined to be unresponsive to Tier 2 instruction are referred for a special education evaluation based on IDEA guidelines and the Child Find Process.

Within the K-3 intervention space, phonemic awareness and phonics are the primary areas for Tier 3 remediation. Evidence-based programs are used to address deficits in pre-reading and reading foundational skills. Regular benchmark assessments are used to identify and monitor students. In grades 4-6, the reading specialist provides support in fluency, vocabulary, background knowledge, and reading comprehension.

Math pre-module assessments identify prerequisite skill gaps which teachers address through Tier 2 small group instructional time. Students identified by common assessments as minimally proficient receive support from an onsite specialist. The specialist utilizes specific assessments to identify gaps and monitor progress. Situationally, these supports include small group instruction as well as a push-in model to provide hands-on activities supporting conceptual in-lesson understandings.

3b. Students performing above grade level:

Fireside utilizes a Schoolwide Cluster Grouping Model clustering gifted learners into mixed-ability classrooms at each grade level. Cluster teachers receive training and ongoing support in understanding,

planning for, and instructing gifted students. Gifted students receive differentiated curriculum and instruction in all content areas on a daily basis. Enrichment, enhancement, and mild acceleration opportunities are targeted to develop logical thinking, reasoning skills, critical and creative thinking, and problem-solving. Cluster teachers receive support from the onsite Gifted Specialist and the district Gifted Program Mentor.

Qualifying students in grades 4-6 are eligible to receive content replacement in lieu of grade-level general education curricula in language arts and mathematics. Curriculum and instruction guided by acceleration and rooted in depth and complexity frame the Content Replacement Gifted Math and Reading classes. Led by a gifted endorsed teacher, classes are intentionally designed to meet the needs of students above grade level by allowing these students to explore how content feeds into higher level thinking. Students engage with the curricula through interdisciplinary projects and real-world application.

Fireside is proud to house a Comprehensive Gifted Self-Contained program. The program is designed for high-achieving, highly gifted students. Students work 1 ½ to 2 years beyond grade level with intellectual peers and are taught by teachers with a gifted endorsement. The program teaches students thoughtful, in-depth analysis in a problem-based, interdisciplinary curriculum that cultivates habits of mind and seeks to challenge students in all content areas. This approach blends curriculum and individual student needs with developmentally appropriate learning materials and opportunities. Students are provided enrichment opportunities along with fostering student agency to meet their individual academic needs, pursue independent study and passion projects, engage in technology integration, and dive deeply into depth of knowledge. Students participate in daily specials (Art, Music, STEM, and PE), lunch, recess, and field trips with grade-level general education peers.

3c. Students with disabilities:

Students in general education who are falling behind receive support through the Multi-Tiered System of Support (MTSS) model. Math and reading specialists provide additional support and reinforce skills taught within the general education setting. Students who do not respond to Tier 2 interventions are referred for an IDEA special education evaluation, whereupon eligible students receive an Individualized Education Plan (IEP) that specifies the specially designed instruction (SDI) needed to support the student's individual educational needs.

Fireside offers special education services delivered via a resource model where students receive SDI within the least restrictive environment. Inclusion at Fireside provides students with disabilities the opportunity to learn alongside their typical peers and helps the school community learn to accept differences and celebrate diversity. Students in special education at Fireside are expected to meet the same educational standards as their typical peers.

Interdisciplinary collaboration ensures the Fireside staff works together in the students' best interest. The Fireside special education team consists of two resource teachers, two education support professionals, a speech pathologist, and a school psychologist. Families of children with disabilities are also part of the team and share in problem-solving and making decisions pertaining to their child's IEP. Students may be eligible to receive related services including speech-language therapy, occupational therapy, physical therapy, adapted PE, audiology/hearing services, and vision services. The special education team at Fireside is highly skilled and receives ongoing training and continuing education to provide a quality education for students with disabilities. The team regularly collaborates with the general education teachers to ensure all students have access to curricula.

Students requiring environmental accommodations have their needs met through a 504 Accommodation Plan. Students with behavior difficulties have formal and informal behavior plans. All data is reviewed bi-weekly by the MTSS team.

3d. English Language Learners:

PV Schools is dedicated to empowering all of our English learner students to grow into educated, world-class thinkers that positively contribute to society and become our future's powerful leaders. In order to fulfill this mission, we are proud to offer English Language Development (ELD) programming that best prepares English learners to achieve high levels of success academically, linguistically, and socially, while recognizing that students' experiences, cultures, and home languages enrich the learning environment for all students.

Data collection is a key component of monitoring student progress within the ELD program. Students are identified by the district and provided support at the school site. Students are progress monitored to provide targeted instruction at the site level. The district continues to reassess in order to monitor progress. Once a student demonstrates proficiency, they are monitored for two years to ensure support is provided as needed.

English Learners receive both one-to-one instruction and small group instruction daily to support the development of the reading continuum. Students are provided opportunities to meet their individual academic needs and engage in grade-level curriculum. Students participate in daily special areas (art, music, STEM, SEL, and PE), lunch, and recess, as well as field trips, with other grade-level classes.

Students are immersed in environments with rich oral language experiences to build communication skills and peer relationships. Visuals are a strong part of the instruction as are decodable readers. EL materials associated with the adopted curriculum are utilized to support students with language barriers. The classroom teacher builds phonemic awareness and the English learners meet daily with the reading specialist for explicit phonics instruction. Additionally, students may receive one-to-one time with a reading teacher for support with vocabulary development and background knowledge.

3e. Other populations, if a special program or intervention is offered:

A Multi-Tiered System of Support (MTSS) process guides interventions for students who need additional academic, social, emotional, and/or behavioral support. Two groups guide the MTSS process: the MTSS Team and the MTSS Committee.

The MTSS Team oversees data analysis, identification of at-risk students, implementation of interventions, and the relationship between academics and behavior. The team is composed of site administration, resource teachers, math and reading specialists, the school psychologist, the instructional coach, the school counselor, and the SEL specialist.

The MTSS Committee is composed of the aforementioned MTSS Team, along with two Student Teacher Assistance Team (STAT) coordinators, a primary (K-3) teacher, and an intermediate (4-6) teacher. Quarterly, the committee explores interventions, builds common language and practice, and identifies what professional development is needed to support, maintain, and continue to grow a comprehensive, sitewide system of support.

MTSS Team meetings occur at three levels: school, grade, and individual. School-level meetings, held three times per year, follow the administration of universal screening assessments and data is analyzed to determine what instruction is needed to support student success in the three tiers of instruction. Data is disseminated to grade level Professional Learning Community (PLC) teams that discuss students who require Tier 2 intervention, examine data patterns, and plan for classroom instruction and flexible grouping. Social, emotional, and behavioral interventions may include behavior charts, small group skill building, or PBIS Tier 2 Check-In/Check-Out (CICO) support.

Biweekly, the MTSS team hosts individual meetings to analyze student progress. Academic and behavioral successes are celebrated and growth is monitored. In cases of regression, the student returns to small group instruction or support with the specialist. If adequate progress is not seen, the student is referred to the district STAT process.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Frequent and consistent recognition of student success is foundational to engaging students and fostering motivation at Fireside. Student academic achievement is recognized through the Principal's List, Honor Roll, and the Accelerated Reader (AR) Millionaire's Club, whose members have read more than one million words during the academic year. The school also recognizes student social and emotional growth through quarterly multi-grade SPARK assemblies, SPARK of the Week, and SPARK of the Month awards, which focus on student efforts to be positive and kind.

Additional recognitions encourage students to explore academic outlets, including the Stock Market Game and the Spelling Bee. The Stock Market Game reinforces student knowledge of financial literacy and sharpens critical thinking skills, building a bridge between classroom learning and the real world. The Arizona Education Foundation hosts the annual Arizona Spelling Bee, featuring one of the largest participation rates in the nation. Fireside regularly sends students to the district and state level. Opportunities such as these recognize students for their academic prowess, uplifting the students that receive recognition and inspiring others to give their best and celebrate all types of accomplishments.

A vital part of student engagement is the school's PBIS system, providing Fireside the opportunity to recognize desired student behavior and reduce undesirable behaviors through regular feedback and coaching. Fireside's fidelity to the PBIS system is a model for other schools in the district and is the backbone of the strong local community. PBIS supports the climate and culture of Fireside by teaching students to be upstanding citizens and creating a positive and safe environment for all students to learn and grow socially, emotionally, and behaviorally.

Elements of Conscious Discipline are used to cultivate emotional intelligence through a self-regulation program; concepts include well-wishes, family meetings, door greetings, circle time, and restorative practices. These practices help foster a sense of community and belonging.

Students at Fireside feel especially connected to the K in SPARK, representing kindness. Annually, students engage with the 'Be Kind Crew' and take the Be Kind Pledge. The Be Kind Pledge is a daily mantra, repeated every morning during school-wide announcements. The assembly experience and ongoing reinforcement promote continued kindness throughout campus in action and in mind.

Buddy Classes promote friendship, behavioral and social role modeling, and foster a sense of belonging. Peer buddies create an inclusive environment, ease transitions for younger students, reinforce rules and routines, and provide positive peer attention during the school day.

2. Engaging Families and Community:

Fireside welcomes the active participation of parents, grandparents, community members, and community organizations. Children flourish in an academic environment that unites home and school. The home-school connection supports student enrichment and achievement with the goal of providing the best possible education for each student.

Teachers connect parents to the classroom through Friday newsletters to share current skills, calendar events, and SPARK of the Week. Classroom websites provide an overview of learning and helpful links for parents. Class Dojo is utilized to share student successes in real time along with fun pictures and encouraging messages. Absent students receive video well wishes that maintain their connection to the learning environment and provide a feeling of being a valued member of the school community.

Fireside is supported by an active Parent Teacher Organization (PTO) whose mission is to strengthen and enhance the achievement of each child by supporting students, teachers, and staff. PTO sponsors both social and fundraising events. PTO fundraising proceeds are used directly for enhancements to classrooms,

curricula, and school grounds, which are otherwise not possible. In addition to fundraising support, the PTO brings the school community together. PTO hosts events such as Movie Night, BINGO, and our Country Fair. PTO also supports a unique giving opportunity known as Mindful Mustangs. Mindful Mustangs funding provides supplies for social-emotional learning, the schoolwide PBIS program, and student recognition at Fireside, as well as Title I pay-it-forward efforts.

Fireside historically supports others beyond the school community. The school has been recognized as the top Kids Heart Challenge school in Arizona. In 2022, Fireside was one of the top-3 fundraisers in the Western states, setting a new Arizona state record with an outstanding \$49,386 in donations to the American Heart Association.

Volunteers in Paradise (VIP) give their time to work with teachers while supporting students in a variety of ways. VIP is an award-winning district program that invites members of the community to support student success by providing one-on-one and small-group tutoring in reading and math. This volunteer program cultivates respectful and meaningful relationships to support high expectations and a culture of growth throughout the community.

In a recent addition to classrooms, several teachers at Fireside are piloting the use of an Arts Integration framework. Supported by a partnership with Scottsdale Arts, students engage with a professional artist to express learning through a cross-curricular approach in which students construct and demonstrate knowledge through various art forms.

3. Creating Professional Culture:

The professional culture at Fireside begins with highly-qualified teachers and staff. Fireside takes pride in enriching professionals at every stage of their careers. The school understands the importance of interprofessional collaboration and affords staff those opportunities. Teachers at Fireside are empowered to work together to achieve outcomes that are important, valued, and appreciated.

In response to learning loss during the pandemic, a comprehensive MTSS team was established to monitor student progress, support teachers in designing interventions, and provide data to teams to support flexible grouping models. The establishment of this support system has been critical in supporting teaching teams. An important part of the team process occurs during PLC meetings when teachers' shared goals promote team building. Teachers value professional learning and guide their own professional practice through PLC meetings, grade-level curriculum planning meetings, vertical articulation, professional development, and training opportunities.

Professional culture is further developed at Fireside by having veteran teachers mentor new teachers; this onsite mentoring is in addition to district-provided mentoring. Through this collaboration, Fireside staff elevate one another on a professional level, as well as through sharing acquired knowledge at staff gatherings or grade-level meetings.

Site administration provides strong leadership that facilitates and encourages teachers to go above and beyond. This year, the school provided a series of professional development presentations focused on the gifted learner. In order to support the large number of Fireside students identified as gifted, the training was designed to provide strategies for teachers to differentiate curricula in heterogeneously grouped environments and cluster classes.

All certified teachers at Fireside serve on a building-level committee with a unique and vital role in the function of the school. These committees promote agency and ownership within the staff. For instance, one function of the Culture and Climate committee is to show staff how much they are valued and supported. Staff activities that promote unity include celebrations of significant personal and professional milestones, staff dress-up days, and 'mix it up' lunches, where teachers from different grade levels get to know one another.

Fireside's PTO offers support for teachers and staff, further fostering a positive culture. The PTO provides

staff with a welcome back snack bar and shirts at the beginning of each school year, recognizes individual staff birthdays, provides monthly staff lunches, facilitates events during teacher appreciation week, and regularly decorates the classroom doors and bulletin boards. This unwavering support from the community improves the collective well-being of teachers and staff.

4. School Leadership:

At Fireside, shared leadership and high levels of trust are foundational values. The principal collaborates with staff, students, parents, and community stakeholders to guide and lead the school. School leadership is composed of site administration, the Faculty Advisory Committee (FAC), a Leadership committee composed of certified staff, Site Council, and Student Council. These school leadership teams are guided by input from the PTO Executive Board, professional teacher committees (Curriculum & Technology, PBIS, MTSS, and Culture and Climate), and the Student Voice Committee.

FAC and Site Council act to collaboratively solve problems and look for ways to advance the school. The principal meets with FAC monthly to gather input, discuss ideas, and think about new ways to approach old problems. Together, administration and FAC challenge traditional thinking to strengthen the school and provide representation to all parties. Quarterly, the committee engages in hypothetical discussions to ensure procedures are in place in case of an emergency on campus.

The Leadership committee guides the thinking of the school and serves as a group of innovators on all issues related to the development and improvement of curricula. The role of the team is to support improvement in instructional practice and school culture by serving as a compass and barometer for the school. Supporting the effective and ongoing systems in place, the leadership team is able to evaluate new initiatives or programs to help enhance the overall student experience.

Site Council meets monthly and serves as a forum for participants to discuss school events, best practices, and gather input about priorities. Made up of certified staff, classified staff, parent members, and community members, the goal of the council is to drive continuous improvement.

The Fireside Student Council is committed to the pillars of service, leadership, and character. The primary role of Student Council at Fireside is to guide activities at the school, creating a culture where students feel connected to, and a part of, something wonderful. The Student Council works to build community by celebrating school spirit, scheduling fun dress-up days, and supporting campus events such as our annual spring carnival. Executive board members lead morning announcements from different classrooms to encourage participation and ownership of a positive school culture. Consistent with the values of the school, the Student Council supports a variety of fundraising efforts throughout the school year, inspiring Fireside students to commit to efforts to care for others beyond the walls of our school building.

5. Culturally Responsive Teaching and Learning:

Fireside takes pride in teaching students about diverse cultures in the classroom and throughout the school. The school takes into account numerous religious holidays throughout the year, ensuring that students do not have homework or state assessments which may interfere with observances.

To ensure equity across the school, dedicated teams follow students and families who struggle with homelessness, are currently in transitional living homes, or are in foster care. These teams focus on meeting the primary needs of students so they can better succeed academically. Socioeconomically disadvantaged students can be provided with school supplies, holiday gifts, and field trip scholarships.

Cultural awareness is taught to all students through music and art so they can connect with similarities and develop an appreciation for differences. The Music teacher highlights diverse musicians, musical styles, and the universality of music. Fostering an appreciation of music from different cultures and backgrounds, students realize how music connects us all. The Art teacher marries the past and present using art to tell a story. Students are exposed to multiple cultures through projects such as Native American weaving, bridging art and history together.

Families take pride in sharing their cultures and traditions to support learning opportunities and build a strong sense of community. Parents sponsored a schoolwide assembly for the Lunar New Year and the Chinese Dragon. Parents often visit classrooms in their culture's traditional dress to teach lessons to students from a place of deep familiarity. Parents of students with disabilities also help educate classrooms about the differing needs of students.

As a diverse student leadership committee, Student Voice provides perspective to site administration. This group, made up of fifth and sixth graders from across the social spectrum, provides students the opportunity to take on a leadership role and represent the voice of their peers regarding issues relevant to Fireside.

Student Council embraces the pillars of service, leadership, respect, and character, and functions within a framework of students helping students, particularly through strong support for our Title I sister schools. Annually, Fireside's Student Council raises awareness surrounding food insecurity and clothing poverty by providing over 40 local families with a Thanksgiving meal, replenishing the Paradise Valley Food Bank through a canned food drive, and the Fleece for Friends warm clothing drive. Partnering with community organizations, the Student Council also supports a yearly fundraiser for the Juvenile Diabetes Research Foundation (JDRF).

PART VI - STRATEGY FOR EXCELLENCE

PBIS was adopted at Fireside as the schoolwide behavior support framework upon its opening in 2012 and is instrumental to the school's rapid success. As a community, PBIS supports the climate and culture of teaching students to be upstanding citizens by cultivating reflective practices and collaborative problem-solving. The structure creates a positive and safe environment for all students to learn and grow socially, emotionally, and behaviorally. Students, staff, and families reward each other for being Safe, Positive, Appropriate, Responsible, and Kind (SPARK) in all areas of life. SPARK defines the socio-culture at Fireside and is the backbone of the school.

The common language used at Fireside allows all staff, students, and families to understand the expectations and the value of being SPARK. PBIS provides the opportunity to reward students, as it is a proactive, non-punitive approach to schoolwide behavior through restorative practices. Through the PBIS framework, staff successfully support and reteach desired behaviors while simultaneously offering consistent error correction.

A dedicated team of representatives from school administration and certified staff work conscientiously and purposefully to adjust processes, review and interpret data, reflect on practices, provide feedback to students and staff, and communicate continuous improvements in the framework. The members of the school PBIS committee meet monthly to review discipline data, identify gaps, and problem-solve to ensure fidelity to the program. Behavioral data is a core component in determining where student support is needed to promote individual achievement.

The tiered continuum of PBIS interventions provides for every student's individual need and is a core reason for Fireside's success. Tier 1 focuses on schoolwide expectations through lessons, scheduled student instruction, constructive feedback, and annual staff training. Tier 2 intervention provides another layer of support, adding structure, predictability, and an increased opportunity for staff-student feedback. An integral part of Tier 2 intervention is the CICO program, which provides students with individual concrete goals related to schoolwide expectations and regular, periodic feedback and recognition to support positive improvements. Tier 3 is a strength-based wraparound support that is highly individualized and is monitored in conjunction with MTSS.

As an A-rated Arizona school, Fireside's PBIS framework cultivates a strong community by including parents as key stakeholders. Parents share in the responsibility of supporting SPARK expectations by uniting messaging between home and school to improve student outcomes. The consistency of PBIS begins at school, carries into the home, and continues onward as students become world-class thinkers and truly bought-in citizens of the community.