



I.F. COX SCHOOL



EDUCATION PLAN

2024-2025



<https://ifcox.myprps.com/>

Principal's Message

As we begin this new school year, I'm excited to share our updated education plan, developed collaboratively with our staff and school council. Our division's priorities this year—Ignite Minds, Kindle Hearts, and Forge Futures—perfectly align with our mission here at I.F. Cox School.

At our primary school, we continue our focus on developing strong foundations in literacy and numeracy, with a special emphasis on the science of reading. These skills are essential for our students' academic success, and we are dedicated to deepening our work in these areas.

This year, we are also placing a strong emphasis on inclusion and social-emotional learning. We want every child to feel valued, supported, and equipped with the skills they need to manage emotions, build relationships, and succeed in and out of the classroom.

We are excited for the opportunities ahead and look forward to a year of growth and collaboration for all!

Principal, Linda Asham



Isabel F. Cox School Council



President - Carly Aldred

Vice President - Tobi Ceh

Treasurer - Robyn Orthner

Secretary - Vacant

Trustees

Pam Cursons

Shauna Vanderspruit

School Profile

School Address: 339 3rd Street SE

School Phone Number: 403-548-3449



229

Student enrollment
Grades (JK-3)



12

Self identified First Nations Metis Inuit
students



5

English language learners (ESL)



15.5

Full-time equivalent certified teachers



22

Full-time equivalent support staff



4

Number of buses to the school

Our Vision

Inspire
Engage
Balance

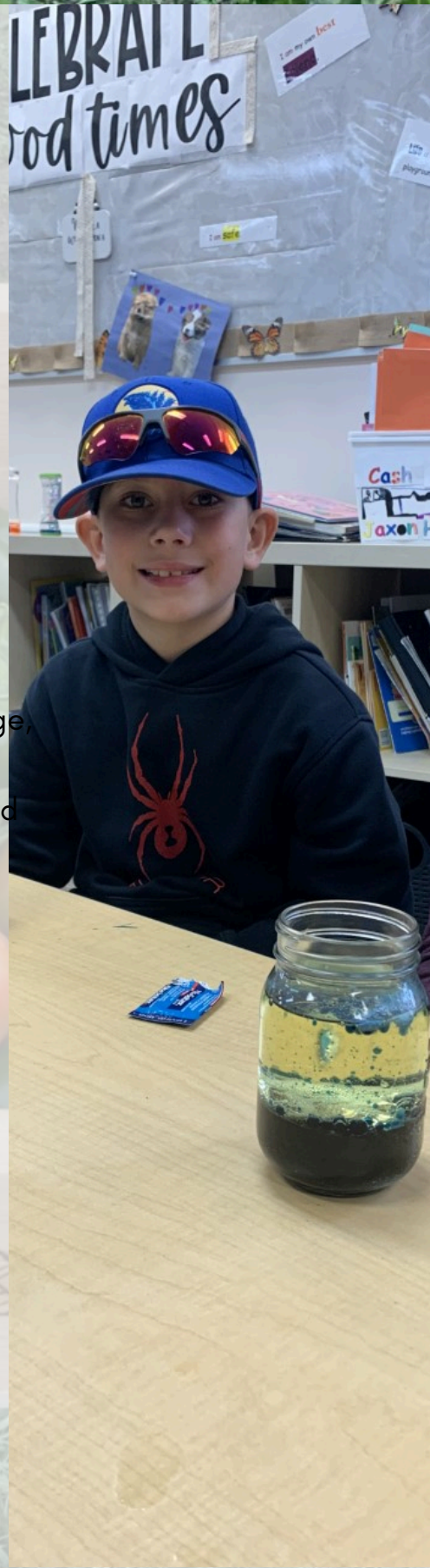
Our Mission

Isabel F. Cox School strives to inspire, engage, and balance academic learning with strong character development. We demonstrate and encourage respect for ourselves, others and our environment.

School Values

We value:

- An Academic Mindset
- Collaboration
- Empathy
- Connection



Stakeholder Engagement

We spent two days gathering information from staff and parents before we decided on our goals for this year. We posted the main themes that were prominent in the PRPS survey and allowed people to add their comments and suggestions. We then compiled the data and decided, as a staff, what we would work on this year. We will share the plan with our parents and use it as a guiding document for the year.

Parents and School Council

Discussions occur during School Council meetings regarding plans/projects for the year.

Teachers

Teachers have collaborative discussions during SI days/staff meetings to examine our goals and amend strategies as necessary.

Support Staff

Support staff will be informed of the school goals and will work with teachers to determine how they will be supporting students' in reaching our goals.

Students

Our students are quite young so have not had formal input into the plan.

Community Groups

We post items of information on social media. We would willingly accept community ideas and suggestions.

Assurance Framework

What is the Assurance Framework?

In the Assurance Framework, all education stakeholders accept responsibility for building capacity of the education system – in classrooms, schools, school authorities and in government. Ensuring continuous improvement throughout the system necessitates a collective approach that recognizes diversity within Alberta, relies on evidence to make decisions, and is responsive to the needs of students in their local contexts.

The Five Domains of Assurance

Student Growth and Achievement

Teaching and Leading

Learning Supports

Governance

Local and Societal Context

Assurance in the education system happens when community members, system stakeholders and education partners engage across the five domains.

Source: 2022 Funding Manual for School Authorities

Result Driven Decision-Making

Numbers based on the Spring 2021 Accountability Pillar Results.

DOMAIN 1: Student Growth and Achievement



100 Percentage of teachers who agree students are engaged in their learning at school.

97.5 Percentage of teachers who are satisfied that students model the characteristics of active citizenship.

DOMAIN 2: Teaching and Leading



100 Percentage of teachers satisfied with the overall quality of basic education.

DOMAIN 3: Learning Supports



100% Welcoming, Caring, Respectful and Safe Learning Environments
80% Access to Supports and Services

DOMAIN 4: Governance



92.5 Parental Involvement

DOMAIN 5: Local and Societal Context



TNT
Try New Things

Isabel F. Cox has implemented an options program for our grade one to three students. Two different sessions, each consisting of six weeks, will be offered this year. Staff or community members will offer various activities for the students to choose from.

PRPS Core Principles

Connect

School structures and traditions ensure that every student, staff and community member is known and cared for and contributions are celebrated.

Create

Students and PRPS staff undertake tasks that require perseverance, craftsmanship, imagination and self-discipline to foster curiosity about the world.

Commit

Words have tremendous power and ours will be characterized by mutual respect, belonging, and community building. Students and PRPS staff use communication skills to advocate for themselves, understand their communities and tackle the world's biggest challenges.

Care

Students and PRPS staff have the knowledge of how to care for their physical and mental health and support the well-being of others fostering a safe school environment.

Contribute

Students and PRPS staff are strengthened by acts of consequential service to others, actively ensure all belong, and participate and celebrate their rural communities.

Challenge

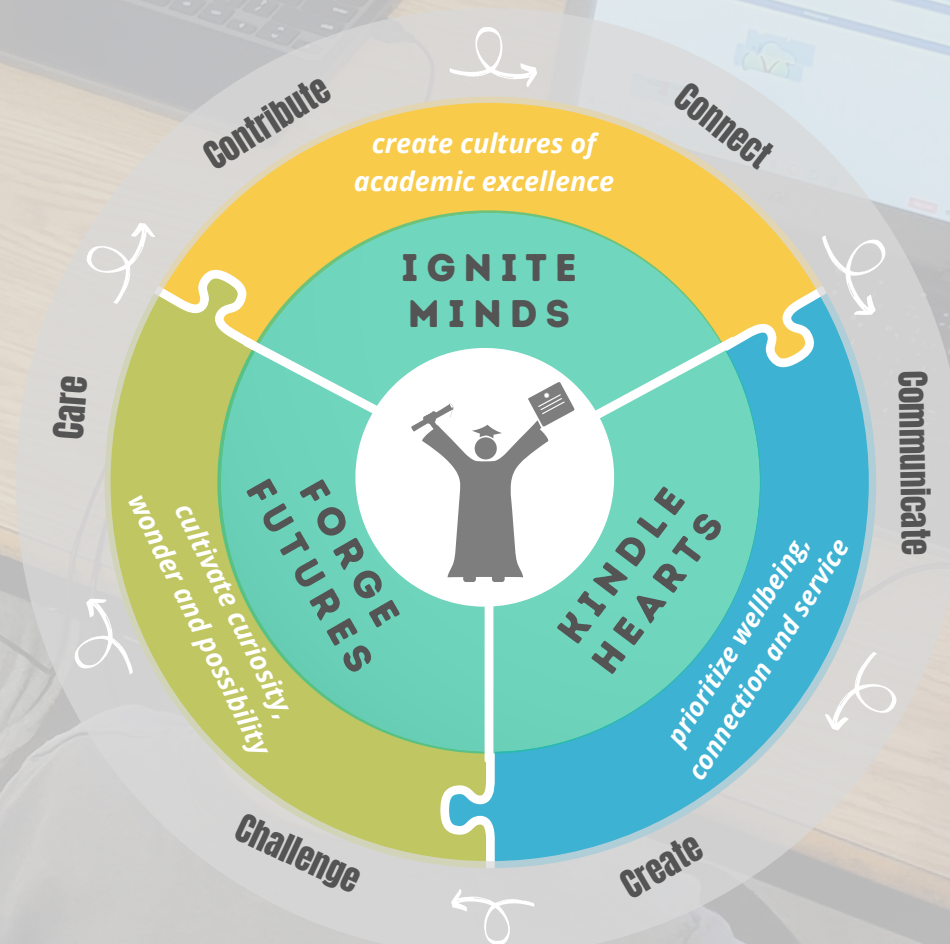
Students and PRPS staff develop an internal drive and desire to overcome obstacles and maximize performance through personal responsibility, resilience and initiative.



Prairie Rose Public Schools Learning Model

At the end of the current school year (2021-2022), the Prairie Rose Public Schools strategic plan will conclude. As a result, consultation this year focused on establishing a new learning model based on what the people we serve envision for the future. This feedback has resulted in refocused Vision and Mission statements, the establishment of six Core Principles and new strategic goals.

Ignite Minds Kindle Hearts Forge Futures



PRPS GOAL 1: IGNITE MINDS

Background: We will ignite minds by creating cultures of academic excellence

- Conceptual understanding, deeper learning and transfer are evident in all Prairie Rose classrooms
- Students have the background knowledge they need to be grounded, the scaffolding they need to be supported and the academic courage they need to explore possibilities
- All students have the foundational knowledge in literacy and numeracy from which deeper learning grows
- PRPS Core Principles are evident in the intellectual and academic pursuits of students and staff

PRPS GOAL 2: KINDLE HEARTS

Background: We will kindle hearts by prioritizing wellbeing, belonging and service.

- Staff and students take care of themselves and others
- Staff and students engage in contribute and create belonging
- Environments are cultivated that inspire people to show up as their best selves
- PRPS Core Principles are evident in our culture

PRPS GOAL 3: FORGE FUTURES

Background: Futures will be forged by cultivating wonder and possibilities.

- We offer programs and instruction that stretch what staff and students thought possible and sets PRPS apart
- Students are engaged, motivated and resilient
- Future prospects for PRPS students are abundant
- PRPS Core Principles are evident in the initiatives and endeavors of students and staff
- PRPS provides personalized, place based and multiple pathways to meet the diverse needs of families
- Empower students to be confident communicators in a variety of formats
- Strong partnerships with the families, businesses, nonprofits, and local government in the communities we serve

The full PRPS Education Plan can be found here: [Link to the Plan](#)

PRPS GOAL 1: IGNITE MINDS

Background: We will ignite minds by creating cultures of academic excellence

SCHOOL BASED STRATEGIES

We strive to provide our students with authentic learning opportunities to keep them engaged in their learning. Our teachers are committed to continual improvement in our pedagogy. We want our students to learn the skills and work ethic needed to create quality results, which they can then take with them into their future.

- TNT: Try New Things - Expand this program to include more parents and community members.
- Schedule this so Parkside work experience students could help
- Plan field trips within teachers' year plans and spread them throughout the year
- Teachers will focus on formative assessment and expect quality work. Many iterations of work will be evident. Rubrics and exemplars will be used to help students see what they are striving for.
- Teachers will design learning units around real-world problems or challenges. Projects that require critical thinking, collaboration, and creativity will help students develop skills and see the practical application of their learning.
- Teachers will blend multiple subjects into one cohesive learning experience. This approach will reinforce the importance of skill transfer and deep understanding.
- Students will set personal learning goals and reflect on their progress. Students should have the opportunity to discuss what they've learned, what challenges they faced, and how they can improve.

SCHOOL BASED PERFORMANCE MEASURES

Our performance measures will be a mixture of qualitative and quantitative data

- Collaborative conversations
- Displays of high quality work
- Amount of participation in professional learning opportunities
- Lens, CC3, Numeracy Assessment -decrease in the number of students at risk
- Exhibition of Learning
- Increase in parent survey results in reference to program options
- Success of Goal Setting nights in October

“

We should set high standards for our students and consistently encourage them to produce quality work.

”

“

Since I implemented UFLI in my classroom, I have seen more growth than I ever remember this early in the year.

”

Source: Grade two teacher

PRPS GOAL 2: KINDLE HEARTS

Background: We will kindle hearts by prioritizing wellbeing, belonging and service.

SCHOOL BASED STRATEGIES

We want our students, staff and families to feel like they belong and are welcome in our school. We strive to always do our very best and expect the best from others. It is essential that we take care of hearts before we can grow minds.

- Teachers model reading during DEAR time when possible.
- Host a Spring Tea to thank all of the volunteers in our school. Possibility of choir performances, class performances, art walk, bake sale etc.
- Parent Convention - offer sessions to parents like how to practice reading at home, what report cards actually mean etc.
- Weekly Program - Moozoom
- Create a KIT Club - Create a list of "Kids in Trauma" that need to be supported by our entire learning community. Staff will go out of their way to make connections with these students.
- Initiate monthly staff challenges, get-togethers and treats for the staff room
- Collaborate more with the other Redcliff schools to make transitions easier.
- Implement grade level "house teams"
- Implement the "Fox's Den" to provide targeted programming for our inclusive students.

SCHOOL BASED PERFORMANCE MEASURES

We work hard to explain to our students that everyone is different, learns differently and needs different supports to succeed. We look for our students to demonstrate the acceptance and support of others and then award them with a "Caught Being Good". One of our performance measures would be to see an increase of students receiving certificates for these reasons. We would also hope to see:

- an increased number of parents and community members attending events
- our FSLW being used to help the students that need it most and eventually a reduction in referrals.
- Improved student behaviour and staff morale
- Staff feedback

“

These grade 4's are the most kind students. Kudos to whatever I.F. Cox is doing for their SEL program.

”

Source: MWS Staff

“

I want to deeply thank you for the supports the school provides my son!

”

Source: I.F. Cox School Family

PRPS GOAL 3: FORGE FUTURES

Background: Futures will be forged by cultivating wonder and possibilities.

SCHOOL BASED STRATEGIES

Although our young students are years away from the work force, we lay the foundation for many of the skills they will need as they grow. We teach our students to be inquisitive and open minded; to accept the ideas of others and challenge each others thinking. Authentic learning in a variety of locations will be used to increase engagement and motivation. Our teachers insist on a growth mindset, and the power of yet.

- Continue to improve the Exhibition of Learning to showcase mastery and the confidence to present to an authentic audience
- Continue TNT - Try New Things: Options program to extend the programming provided and to increase the engagement of students and staff. Safety City, bike riding, swimming lessons
- Identify the executive functioning skills that our students lack and explicitly teach them
- Focus on mastery and high quality work. Use models, exemplars, and share outcomes.
- Utilize our outdoor classrooms and other outdoor spaces more; gardens.
- Explore how to use them more in the winter
- Increase community and parent involvement - guest speakers
- Increase the jobs available in the grade 3 employment program; lunch supervisor, playground games
- Focus on Physical Literacy. Intramural program, track and field, targeted skills
- Foster a growth mindset and continuous improvement.
- Make learning visible to the school community
- Implement monthly school-wide assemblies

SCHOOL BASED PERFORMANCE MEASURES

Although these strategies will be difficult to measure quantitatively, success will be evident in the work and projects presented throughout the year. To see the growth from the first iteration to the last would show our high expectations.

- Post TNT survey to determine success of the program
- An increase in the number of staff accessing pd funds
- The success of the displays at the Exhibition of Learning
- Evidence of planning, time management, organization and perseverance in projects
- Feedback analysis

“

Sawyer LOVED her sign language class!! And she came home ready to teach the rest of us ❤️❤️

”

Source: Grade two parent

“

Such an awesome opportunity for our kids. We love our school ❤️

”

Source: Grade two parent

Supporting First Nations, Métis, Inuit Learners

SCHOOL BASED STRATEGIES

We strive to honour our indigenous students and provide programming and support for them to succeed. We will work at supporting the relationships with these families as historically, they did not have a positive experience in school.

- Contact Miywasin Centre to see if they can connect us with an Elder for our school to help guide us in our learning
- Consistent visual schedules
- Routines and procedures in images - Grace Dearborn
- Reach out and involve families if they are willing
- Research the 7 Grandfather Teachings and see if implementation into assemblies makes sense for us
- We will expand our library collection to include indigenous authors and content.
- We will collaborate with White Bear Creations to bring programming to our classrooms
- We will honour Truth and Reconciliation Day with various activities and sharing "The Orange Shirt Story" by Phyllis Webstad
- We will raise our tipi in the spring.
- We will purchase a smaller tipi each year to expand this opportunity to our other grade levels.
- We will program accordingly for our identified FNMI students and ensure they have access to the supports they need.
- Land acknowledgement once a month and at assemblies and special events
- Re-evaluate our chapter books to ensure diverse representation and not discrimination
- Purchase various ethnic instruments for our music program

Supporting English as a Second Language Learners



SCHOOL BASED STRATEGIES

Although we do not have a large ESL population, we do seem to be getting more registered at our school every year. We know that we need to immerse these students in a language rich environment.

- We use visual schedules in all of our classrooms, but when classes have ESL students, we will expand this to include labeling common items and locations so students can start to link the word to the item.
- Consistent visual schedules
- Routines and procedures in images - Grace Dearborn
- We will focus on establishing the relationship with these students and families to help them feel comfortable and trusting
- We will differentiate to meet these students where they are at and allow them to show their learning in different ways.
- We will use the services of Saamis Immigration to have translators when necessary.
- Reach out to employers for translation assistance
- Investigate for the possibility of a teacher communication tool that translates to other languages.

Budgeting Priorities

2024-2025 Budget Summary

I.F. Cox School creates a budget in alignment with division priorities to drive academic excellence, social and emotional wellbeing and deeper learning, while addressing the operational needs of the school. Teaching and Learning is the area the majority of our resources our utilized with the following priorities guiding our budgetary process:

- ✓ Classroom supports
- ✓ Student, staff and community wellbeing
- ✓ Educational opportunities

Isabel F. Cox School Budget 2024-2025

	Total Amount
Staffing Purchased	\$60 682
Professional Development	\$ 2 000
Sub Costs	\$10 000
Furniture and Equipment	\$500
Supplies	\$35 000
Text Books and Library Books	\$1500
Field Trips	\$1100
Special Projects	\$5000
Total Expenses Budgeted	\$124 215

Our budget is supplemented by Junior Kindergarten and Learn and Explore fees. Our School Council also contributes money to our budget to cover field trips, ipad purchases and special projects.

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www.ifcox.com