



# I.F. COX SCHOOL



## EDUCATION PLAN

2023-2024



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

# Principal's Message

Through our work with staff and school council, we have been able to create our education plan for the year. The new Prairie Rose priorities are **ignite minds, kindle hearts and forge futures** and they align perfectly with our mission.

Being a primary school, we are continuing to focus on literacy and numeracy development with a deeper dive into the science of reading. Additionally, since the pandemic, we have recognized the need for more enhanced work on physical literacy. We have added some strategies to our plan to accommodate this need as well.

The pandemic also left the relationship between home and school strained. We need to recalibrate that relationship so families feel welcomed in our building again and staff feel confident to invite them in.

We are excited for the year ahead!

Principal, Linda Asham



## Isabel F. Cox School Council



**President** - Carly Aldred

**Vice President** - Jodi Williams

**Treasurer** - Robyn Orthner

**Secretary** - Keltie Morvik

**Trustees**

Pam Cursors

Shauna Vanderspruit

# School Profile

School Address: 339 3rd Street SE

School Phone Number: 403-548-3449



**268**

Student enrollment  
Grades (JK-3)



**13**

Self identified First Nations Metis Inuit  
students



**7**

English language learners (ESL)



**18**

Full-time equivalent certified teachers



**17**

Full-time equivalent support staff



**4**

Number of buses to the school

# Our Vision

Inspire  
Engage  
Balance

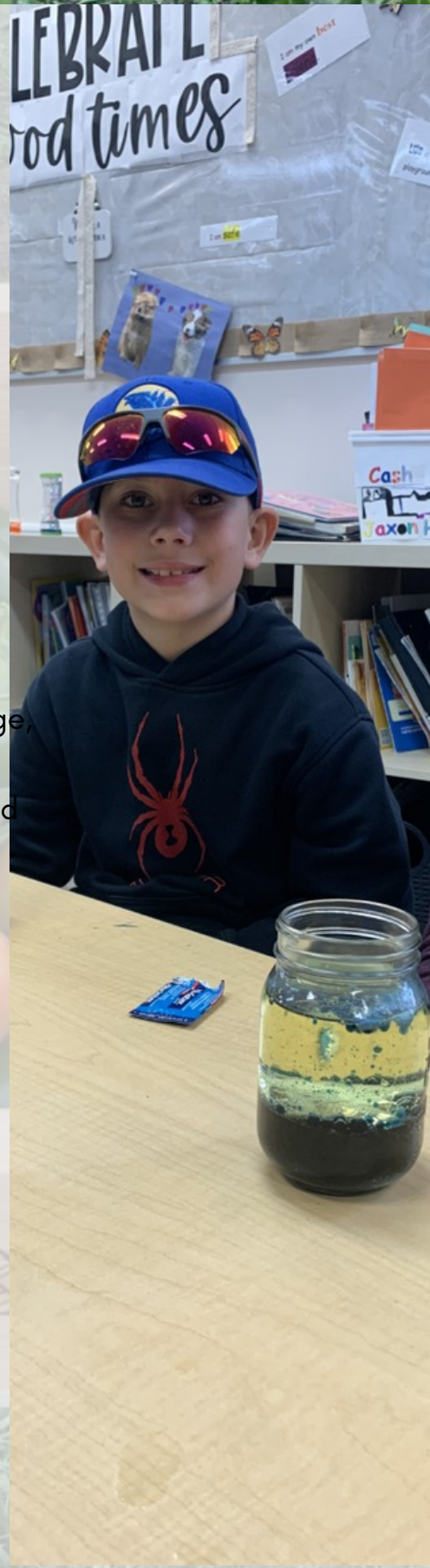
# Our Mission

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.

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# 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.

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

## DOMAIN 2: Teaching and Leading



**98.7** Percentage of teachers satisfied with the overall quality of basic education.

## DOMAIN 3: Learning Supports



**97.8** Welcoming, Caring, Respectful and Safe Learning Environments

**90.6** Access to Supports and Services

## DOMAIN 4: Governance



**95.4** 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**

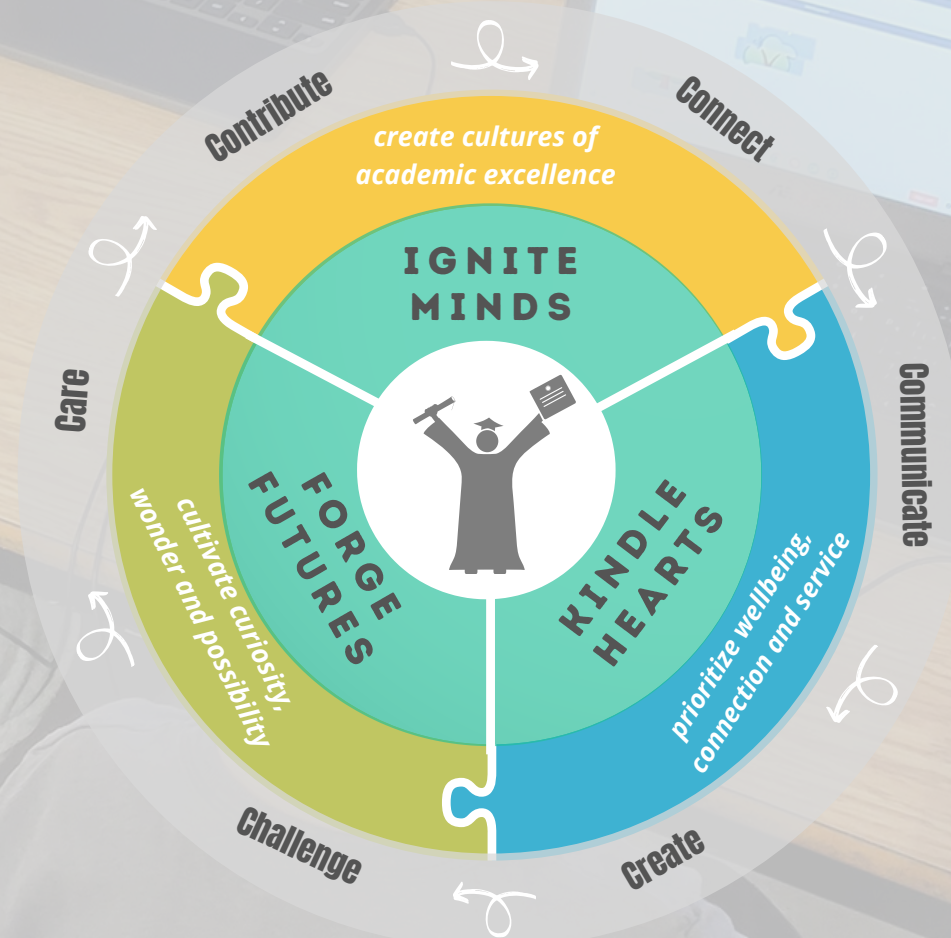
Students and PRPS staff develop an internal drive and desire to overcome obstacles and maximize performance through personal responsibility, resilience and initiative.



# 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](#)*

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# 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.

- Teachers will implement a new high yield strategy each reporting period. We will revisit the strategy and debrief at a staff meeting or school improvement day.
- Continue our work with the Science of Reading using UFLI and Secret Stories
- Teachers are piloting "Tang" Math. We will evaluate the program throughout the year.
- 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.

## 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
- Professional growth plans indicating desire to learn about science of reading, writing or math
- Lens, CC3, Numeracy Assessment -decrease in the number of students at risk
- Exhibition of Learning
- MAP testing, CORE Phonics - students will reach their projected RIT score
- Increase in parent survey results in reference to program options
- Creation of rubrics and exemplars

“

We need to have high expectations of our students and always expect quality work.

”

Source: Staff brainstorming session

“

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. Due to the pandemic, we need to recalibrate community and school engagement.

- Schedule supervision so teachers have some outside time with the students, not just the support staff.
- Teachers can then interact with students during unstructured times.
- Use "Positive Playgrounds" to teach some recess games. Utilize Everactive Schools as a resource also.
- 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.
- Reinstate the Wreath Project - classes deliver a wreath to local business at Christmas time
- Weekly Program - SEL, mind-up etc
- Increase the quality of our physical literacy through: intramurals, Be Fit for Life resources, student leadership on the playground, track and field day, centres in the gym for the week, invite specialists in and be deliberate in teaching the basic physical literacy skills in our PE classes.
- 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.
- Implement after school or lunch programs; art, running club, music, drama etc.
- Initiate monthly staff challenges, get-togethers and treats for the staff room
- Collaborate more with the other Redcliff schools to make transitions easier.

### 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
- improved post-testing results of basic physical literacy movements
- strong HONE results
- our FSLW being used to help the students that need it most and eventually a reduction in referrals.

“Thanks for having the choir attend the Kaleidoscope activity today. Mr. Mason, once again, did a fantastic job with the students. We really appreciate his devotion of time and effort to the students.”

Source: I.F Cox School Family

“Thank you so much for referring us to Roots and Wings. We had no idea this service was available.”

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
- Utilize "Science in Schools" program
- Schedule more time for collaborative conversations
- 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

### 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

“

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
- Around the world at Christmas time and have families share their traditions
- 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

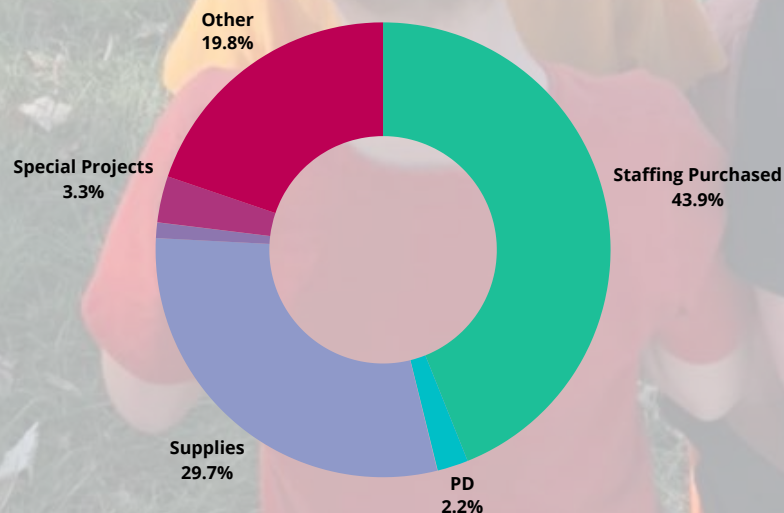
## 2023-2024 Budget Summary

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 2023-2024

	Total Amount
Staffing Purchased	\$52 452
Professional Development	\$ 2 000
Sub Costs	\$10 000
Furniture and Equipment	\$1 000
Supplies	\$35 000
Text Books and Library Books	\$1 750
Field Trips	\$2 000
Special Projects	\$4 000
Other	\$23 694
<b>Total Expenses Budgeted</b>	<b>\$131 896</b>



# Stay Connected with Us



@I.F Cox School- Redcliff, AB

http://



www.ifcox.com