

**Isabel F. Cox
School Education Plan
2008 - 2011**



"Everyone Learning Together"

Everyone Reads at Isabel F.Cox

Final Draft: **October 31, 2008** (Entire Document)
Results Report on this plan due: October 15, 2009
Data: School Accountability Report Cards
Survey Results and Achievement Results October 1, 2008

SCHOOL: *Isabel F.Cox School*

**Our School Plan has been developed collaboratively
with the school community and is submitted to the
Superintendent for review and
Presentation to the Board of Trustees.**

Principal

Date

**We the undersigned, have been provided with information
Regarding the school allocation and the division process
and requirements for the development of the school plan
and we are aware of the contents of the document.**

Teacher Representative

Date

Chairperson, School Council

Date

Approved: _____
Superintendent of Schools or Designate

Date

1. School Profile

Isabel F. Cox School is a rural school located in the small town of Redcliff, Alberta. Redcliff is located approximately seven kilometers north of the city of Medicine Hat. Three schools are currently operated by Prairie Rose School Division in Redcliff. Isabel F. Cox is the Primary School, Margaret Wooding teaches grades four to six students and Parkside houses Junior High. We continue to work together with these schools to ensure smooth transitions from one school to the next.

Isabel F. Cox School is a unique school in that it is one of only a few Primary Schools in Southern Alberta. It serves a student population of approximately 312 students from junior kindergarten to grade three. The staff strives to create an environment which supports the unique learning needs of young children and their families.

Many of the children in our school have high needs and require specialized supports. Over twenty five percent of the children in our school are coded special needs by Alberta Education standards. Junior kindergartens were established in our school only a few years ago due to high numbers of young children in need of programming. Many children enter our school with delayed language skills. In the fall of 2006 the school also began offering full day everyday kindergarten programs to address the early learning needs of its students. We believe in an inclusive model for special education students and whenever possible they are integrated into regular classrooms.

Despite the high needs of students entering the school, our students are able to meet Provincial standards in terms of reaching acceptable levels of achievement by the time they are in grade three. We believe this is attributed to the provision of many early intervention services and excellence in teaching strategies. We aim to identify student needs early and provide whatever it takes to meet these needs. Language development and learning to read are our highest priorities. We provide reading instruction at the students' level, regardless of age or grade level.

Our school also has a growing Mennonite student population. We are working with the parents to meet the needs of these children while respecting their culture. A half-time liaison worker has been hired to assist with this challenge. She works with the students to preserve their culture as well as to support their needs as they learn English as a second language. She also assists parents with communications between home and school.

Our school strives to work with the community to support the learning of our students. We offer speech, occupational and physical therapy services as well as behavioral supports. A Family School liaison worker is also available to assist children and families with social and emotional issues. A partnership has been formed with the Parent Link Center to offer supports for young parents through

weekly programs or occasional classes. A parent/tot group began in our school to provide supports to young families. The program was so successful it needed to relocate to the curling rink for more space. It will return to our school when our addition is complete and a large space for a Parent Link Center is available. Parent Link also offers a parent support group in our school for Mennonite parents each Friday afternoon. 2008 saw the launch of a new three year DREAMS program in Redcliff. The DREAMS program will provide many services for families including before and after programming for children, counseling services and other mental health supports.

Isabel F. Cox School values the diverse learning and cultural needs of students and attempts to provide opportunities for learning through arts and cultural activities. Each year funds are allocated to support visiting artists and authors, to bring in the traveling art show, or to attend cultural events. A half-time music teacher is funded to provide music instruction at all grade levels as well as run a noon-hour choir for interested students. Students are encouraged to participate in the Rotary Music Festival. Children are involved in a Christmas program each year. All classes have regular art instruction. Children's work is selected for school art as well as the Prairie Rose Art show, Kaleidoscope. Public speaking skills are developed through our Little Announcer program. Grade three children volunteer to do daily announcements. Students are selected each fall to introduce guest speakers at our Division PD day. As well, each grade level has a chance to participate several times per year in monthly assemblies.

Our school also works closely with the town of Redcliff to collaborate and share facilities. A number of facilities are available to our students including the swimming pool, Lions Park, the community garden, skating rink and community library. The school offers its facility to users for events like Yoga and dance classes after school. As well, many local businesses are very supportive of the school, providing donations of time or funds for special projects. Administration regularly attends meetings of the Redcliff Improvement Project (RIP) to keep current with community needs and directions.

2. School Issues, Trends, Future Directions

One of the largest challenges that we have been facing has been the lack of space for our programming needs. We worked closely with community groups to determine our combined needs and to apply for funding. In the fall of 2007, an announcement was made assigning \$2.8 million in funding to build an addition onto Isabel F Cox School. A building committee was formed and worked throughout 2007/08 to create plans for an addition. Construction is scheduled to begin in the fall of 2008. Creating space for parking that minimizes loss to play areas is an ongoing challenge. As well we will be working with the team to develop a plan to minimize disruption for students during the construction phase. Another challenge will be traffic flow in and out of the school while major entryways are undergoing renovation.

We are in the final year of our current AISI project. A large component of this project is to use documentation as a method of reporting student progress to parents. Each student in our school has been assigned a digital portfolio in a web-based program called ePEARL. Teachers have been attempting to store samples of student work in these portfolios. Although a technology support person has been hired to help with documentation, we have found the process very time consuming with this age of children. Grade three students have shown more independence with their individual portfolios and we can see more value at this age and beyond. We have also been attempting to incorporate more project-based learning to better meet the needs of our diverse learners and enhance the learning environment in all class settings at IF Cox School.

Although we are focusing on inquiry and project based learning, helping our bright learners achieve their full potential continues to be a challenge. The low number of children achieving excellence on Provincial Achievement Tests is a concern for us. Our classes are fairly large for this age group, and we have a high number of children with special needs. Both of these conditions add to the difficulty of trying to provide meaningful learning opportunities for our capable students. However, as a staff we believe that with some creative thinking and extra effort we should be able to help this group of children have greater success. We will be forming a teacher committee to try to find ways to address this issue.

3. Planning Process – Stakeholder Involvement

(Summarize the process by which this plan has been communicated to the school and community)

- staff initial planning in March, April and June 2008
- School council formal input in April 2008 also informally at council meetings throughout the year
- overview of rough draft and opportunity for input at school council executive meeting in early September 2008
- highlights of plan given to school council at September general meeting
- review of draft plan with staff in September 2008 staff meeting, with opportunity for input
- prepare final draft of plan and submit
- review of results report and analysis of Achievement test results with staff in October
- sharing of results report and highlights of Provincial Achievement tests with school council
- completion of results report – October 2008

4. School Strategies, Targets, Measures

SCHOOL PLAN

2008 – 2011

Goal One: High Quality Learning Opportunities for All
Outcome: Schools provide a safe and caring environment

Performance Measures	<i>Last Actual</i> <i>07-08</i>	<i>Previous 3</i> <i>Year Result</i>	<i>Targets</i> <i>* (If Required)</i>
<ul style="list-style-type: none"> • Teacher, parent, and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school. 	Division - School – 97.8	Division School – 94.2	Division - School - XX
<p>Division Strategies</p> <ul style="list-style-type: none"> • Review and support and publicize Safe and Caring School Program • Offer Risk and Threat Assessment Workshops by Division personnel • Continue to support a comprehensive Character Education and Citizenship Program • Investigate conflict resolution professional development opportunities for staff throughout the 2008-2011 school years • Review survey results from school reviews and administrators’ performance reviews to determine student, staff, and parent perceptions on safe and caring schools • Develop and implement a Joint Health & Safety Committee to ensure student and staff well-being. <p>School Strategies</p> <ul style="list-style-type: none"> • All staff remain certified in First-Aid/CPR. New employees encouraged to take first-aid and CPR classes • At least one member of staff takes Level 1 Risk/Threat training per year • Ensure noon hour supervisors are appropriately trained; have first aid/CPR, CPI, school rules. • Purchase a phone for lead supervisor to have on playground at all times • Train staff and bus drivers etc. on procedures for severe allergies, hand-washing, head lice, and walk/talk/squawk • Meeting with bus drivers early in school year to review procedures for drop off, pick up, behaviors, cancellations, etc. • Health Nurse in-service for students on proper hand-washing techniques • Continue with the intramural program that teaches teamwork, cooperation, and fair play. • Each classroom teacher will teach their class the walk/talk/squawk lesson in early September. • Character education is infused into the curriculum and all daily activities • Teachers will review fire drill, lockdown and evacuation procedures at first staff meeting in August • Meet with Maintenance supervisor to ensure that alternate entranceways to the school are safe during construction. • Upgrade the staff room to make it a relaxing, comfortable place 			
Progress / Results –			

* Three-year improvement targets required for measures with an overall evaluation of “Issue” or “Concern.”

Outcome: The education system meets the needs of all K-12 students, society and the economy.

Performance Measures	<i>Last Actual 07-08</i>	<i>Previous 3 Year Result</i>	<i>Targets (If Required)</i>
<ul style="list-style-type: none"> • Teacher, parent, and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education. • Teacher, parent and student satisfaction with the overall quality of education in Alberta. • Teacher, parent and student satisfaction with access and timeliness of services for students in schools. 	<p align="center">Division - School – 90.6</p> <p align="center">Division - School – 99.1</p> <p align="center">Division - School – 82</p>	<p align="center">Division - School – 87.1</p> <p align="center">Division – School – 96.2</p> <p align="center">Division - School – 74.4</p>	<p align="center">Division - School – 92</p> <p align="center">Division - School - XX</p> <p align="center">Division - School - 84</p>
<p>Division Strategies</p> <ul style="list-style-type: none"> • Continue with Social Studies 9 and Mathematics 9 eLINC video conferencing and consider Language Arts 9 and certain (low enrolment) core Senior High School Programs. • Encourage schools to implement Second Language instruction, including video conferencing initiative options. • Consider implementation options for small schools such as Rosetta Stone, Distance Learning French materials • Look for creative options for delivering second language programs at the secondary level. • Continue to support the Video Conference Initiative Program (VIP) to encourage principals/teachers to apply for division-wide funding to support course delivery and projects. Assign a VIP program coordinator to support teachers implement increased use of video conferencing • Consolidate an alternative education program which would include “Beyond Walls” outreach program, home education, support for Hutterite Colony students and teachers, international students, and “magnet” programs • Align Division’s Special Education Program with the standards established by the province. • Continue to enhance programs for students with unique programming needs • Continue to have trustees and the superintendent attend local school council meetings • Support the formation of a Fine Arts Council and showcase Kaleidoscope of the Arts (student works) • Support the development of improved opportunity for CTS programs for junior high students including between schools. <p>School Strategies</p> <ul style="list-style-type: none"> • expose students to cultural activities as they are available (library, college, Esplanade, author, artist, drama) • bring in author/artist/musician in Residence or traveling Drama program • offer one extra curricular activity each year (ie. golf, skipping, art classes, intramurals) • use documentation to assess student learning and plan for appropriate further learning opportunities to meet student needs • ensure that programming is differentiated to meet the needs of gifted students • meet with Mennonite community formally at least once per year to ensure that their needs are being met • select student art work for display at Kaleidoscope • hire a teacher to run the Library program to assist with research, reading and library skills 			
<p>Progress / Results</p>			

Outcome: Children at risk have their needs addressed through effective programs and supports.

Performance Measures	Last Actual 07-08	Previous 3-yr Result	Evaluation			Improvement Targets (If required)
			Achievement	Improvement	Overall	
<ul style="list-style-type: none"> Annual dropout rate of students aged 14 to 18. 	Div - Sch - XX	Div - Sch - XX	Div - Sch - XX	Div - Sch - XX	Div - Sch - XX	Div - Sch - XX

<p>Division Strategies</p> <ul style="list-style-type: none"> Monitor and evaluate Jr. Kindergarten and Full Time Kindergarten programs where currently operating Support Private Early Childhood Services operators as appropriate and as requested Explore opportunities to expand Speech Pathology services for at-risk ECS children including changing from contracted to employee service Evaluate existing programs for older Mennonite students in Burdett / Bow Island / Redcliff Monitor schools accessing First Nations Métis Inuit funding to determine how resources are allocated to FNMI programs and awareness Continue to assist schools in the inclusion of special needs students into the regular classroom as a first option Explore the use of assistive technologies for learning Expand the Alternative Education program to reduce drop-out rate and increase high school completion rates Continue with the implementation of the School Plus Mental Health Initiative Project in Redcliff Schools - <p>School Strategies</p> <ul style="list-style-type: none"> offer full-day kindergarten programs for all students, and maintain the 0.5 day for parents interested identify student reading levels early and provide instruction at their grade level using leveled readers use project based learning to address needs of all learners, but specifically gifted learners and other special needs learners offer in school therapy services attempt to keep class sizes as small as possible to ensure adequate teacher time for each student.
--

Progress / Results

Outcome: Students complete programs.

Performance Measures	Last Actual 07-08	Previous 3-yr Result	Evaluation			Improvement Targets (if Required)
			Achievement	Improvement	Overall	
<ul style="list-style-type: none"> High school completion rate of students within three years of entering Grade 10. 	Div - Sch - XX	Div - Sch - XX	Div - Sch - XX	Div - Sch - XX	Div - Sch - XX	Div - Sch - XX

<p>Division Strategies</p> <ul style="list-style-type: none"> Continue to support high schools' one-spore policies Research opportunities to improve further the high school completion rate. Maintain an alternative education model that meets students' needs to graduate. Initiate an evening outreach and summer school program for Beyond Walls Outreach School. Support the Prairie Rose "Due Diligence" award for students who maximize instructional opportunities. Support schools in offering increased opportunities for off-campus education program including summer work experience. <p>School Strategies</p> <ul style="list-style-type: none"> n/a
--

Progress / Results

**Goal Two: Excellence in Student Learning Outcomes
Outcome: Students demonstrate high standards.**

Performance Measures	Last Actual 07-08	Previous 3-yr Result	Evaluation			Improvement Targets (If Required)
			Achievement	Improvement	Overall	
<ul style="list-style-type: none"> Percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests 	Div - Sch -88.5	Div – Sch -85.3	Div – Sch - XX	Div – Sch - XX	Div – Sch - XX	Div – Sch - XX
<ul style="list-style-type: none"> Percentages of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests. 	Div - Sch -8.2	Div - Sch -12.4	Div – Sch - XX	Div – Sch - XX	Div – Sch - XX	Div – Sch - XX

Division Strategies:

- Analyze Division and school results of Diploma and Achievement tests with follow up in-service as required
- Review five year trends on a school-by-school basis
- Review prior levels of achievement to monitor student progress every three years
- Focus on improving achievement of standards of excellence through curriculum committees and “assessment for learning” strategies
- Continue to monitor the participation rates on Achievement and Diploma tests

School Strategies

- Identify student needs early to provide appropriate programming and interventions (preschool screenings, early identification of reading levels, identification of gifted students, ELI)
- Continue with 'Welcome to Kindergarten' 3 year pilot to encourage literacy and healthy development in the home for children entering kindergarten
- Continue to encourage implementation of project-based work in the classroom to promote active learning, inquiry and higher level thinking skills (staff in-service, team planning, use AISI coordinators for support)
- Develop common language in Math for all grade level teachers (fall inservice)

Progress / Results

Outcome: Students are well prepared for lifelong learning.

Performance Measures	Last Actual 07-08	Previous 3-yr result	Evaluation			Improvement Targets (If Required)
			Overall	Achievement	Improvement	
<ul style="list-style-type: none"> High school to post-secondary transition rate within six years of entering Grade 10. 	Div - Sch - XX	Div - Sch - XX	Div - Sch - XX	Div - Sch - XX	Div - Sch - XX	Div - Sch - XX
<p>Division Strategies</p> <ul style="list-style-type: none"> Promote success of local students in post-secondary education Support "Skills Competition" organized by the Southern Alberta Youth Partnership organization Develop off-campus opportunities for students that may lead to post-secondary career-path choices. Promote the net-working of senior high school guidance counsellors through two Division-wide meetings each school year. <p>School Strategies</p> <ul style="list-style-type: none"> Promote active learning in 'real ' contexts whenever possible using project-based approach Promote reading through two book fairs each year 						
Progress / Results						

Outcome: Students are well prepared for employment.

Performance Measures	Last Actual 07-08	Previous 3 Year Result	Improvement Targets (If Required)
<ul style="list-style-type: none"> Teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school. 	Div – Sch –94.4	Div – Sch – 76.9	Division – School - XX
<p>Division Strategies</p> <ul style="list-style-type: none"> Continue to promote programs such as Registered Apprenticeship, Work Experience, Green Certificate, Tech Prep, Careers the Next Generation. Expand Career Transition (CTR) program option for Senior High Schools to full three-credits. <p>School Strategies</p> <ul style="list-style-type: none"> Ensure all students have success in reading (Levelled reading, ELI programs) Improve Math instruction so that students have increased ability to problem solve - Professional Development for all teachers in Math strategies 			
Progress / Results			

Outcome: Students model the characteristics of active citizenship.

Performance Measures	Last Actual 07-08	Previous 3 Year Result	Improvement Target (if necessary)
Teacher, parent and student agreement that students model the characteristics of active citizenship.	Division - School - 100	Division - Sch - 94.3	Division - School - 100

Instructional Strategies
 Encourage school communities to participate in service programs: DARE, AADAC PARTY program, Lions Quest, Effective Behaviour Supports
 Provide more opportunities to expand the Community Resource Officer Program to more schools. (e.g. DARE)
 Encourage school communities to emphasize and reward excellent examples of citizenship
 Support the formation of the students "Crime Stoppers" program

Strategies
 Each class will be involved in at least one community service activity each year (ie. Clean a community area, sing to seniors, raise funds for a cause)
 Each teacher will teach students to use Walk, Talk Squawk strategies to solve problems on the playground.
 Character education is infused into the day. As opportunities arise, children are taught appropriate choice-making.

Assessment / Results

Goal Three: Highly Responsive and Responsible Jurisdiction

Outcome: The education system at all levels demonstrates effective working relationships

Performance Measures	Last Actual 07-08	Previous 3 Year Result	Improvement Targets (If Required)
<ul style="list-style-type: none"> Teacher and parent satisfaction with parental involvement in decisions about their child's education. 	Div - School – 96.6	Div – School - 93	Division - School - XX
<p>Division Strategies</p> <ul style="list-style-type: none"> Encourage and support the involvement of teachers provincially in the development of educational initiatives, curriculum development, test marking, test item selection and field testing. Continue with stakeholder meetings – School Councils, Hutterite Colonies, MLAs Continue to support the Teacher-Board Advisory Committee which will focus on communication, team-building, policy work, and staff recognition Continue to develop positive working relationships with neighbouring educational partners – Medicine Hat Catholic, Medicine Hat College, Medicine Hat Public, Grasslands SD, Christ the Redeemer, Prairie Land SD, Universities of Lethbridge, Saskatchewan and Regina Work with “Moving & Choosing” re: selection of healthy nutrition choices and support for Daily Physical Activity implementation Continue to implement communications strategies to promote successes in schools. <p>School Strategies</p> <ul style="list-style-type: none"> Create opportunities to invite parents and community members into the school monthly (Meet the teacher BBQ, monthly assemblies, grandparent's tea, Mother's Day and Father's Day activities, Fun Day) Work with a variety of agencies in the planning, fund raising, building and furnishing of the school addition. Use digital files containing documentation to report student progress to parents Keep website up to date by assigning this role to a staff member Work with Moving and Choosing to offer in service for parents on healthy lunches and also to assist the hot lunch committee making healthy choices Shop locally whenever possible Recognize school volunteers annually Work with parents and community groups to plan outdoor spaces Increase office support staff hours to assist during busy times (registration times, IPP scheduling) 			
<p>Progress / Results</p>			

Outcome: The jurisdiction demonstrates leadership and continuous improvement.

Performance Measures	Last Actual 07-08	Previous 3 Year Result	Improvem ent Target (If Required)
<ul style="list-style-type: none"> Percentage of teachers and parents who indicate that their school and schools in their jurisdiction have improved or stayed the same in the last three years. 	Div - School – 77.8	Div – Sch – 84.9	Div - Sch - XX
<ul style="list-style-type: none"> Percentages of teachers who agree that professional development opportunities made available through the school jurisdiction are focused on jurisdiction priorities, effectively address their ongoing professional development needs, and contribute significantly to their professional growth. 	Div - School – 94.4	Div – Sch – 88.7	Div - Sch – XX
<p>Division Strategies</p> <ul style="list-style-type: none"> Continue to emphasize Professional Learning Communities Align teacher professional development to school, division, and Alberta Education goals Emphasize professional development provisions of Teacher Professional Growth Plan Policy. Include an accountability provision – teacher’s report on PD taken to be attached to Growth Plan Expand the scope of the Professional Learning Council to align the AISI and the comprehensive PD Plans with the Division and schools’ Three-Year Plans and to facilitate implementation Continue to supplement PD for school-based administrators – reports from attendees and assessment by the Superintendent Continue with a comprehensive teacher induction program for new teachers and expand to include teachers in year two and three Promote teacher movement by allowing for a two year transfer with a guarantee to return to the individual’s original school Develop a series of Administrative workshops to support school administrators and prospective administrators Continue with cycle of school reviews and examine the feasibility of aligning administrative performance reviews Examine the possibility of providing inservice for multi-grade teachers new to their position Encourage principals of small schools and Colony schools to meet Examine the feasibility of a digital document management system. <p>School Strategies</p> <ul style="list-style-type: none"> school professional development linked to school goals and professional growth plan grade level teachers collaborate on long range and unit planning school AISI project looking at new models for assessing student learning and reporting to parents provide time for same-grade teacher meetings within the day Allow extra prep time for school tech person to assist and in-service each other Begin implementing of new math curriculum for K and 1 and develop common math language from JK-3 Set up documentation station in the library 			
<p>Progress / Results</p>			

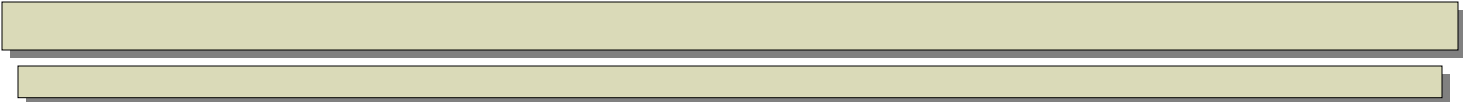
Budget highlights

- Partial funding for additional grade three teacher
- math in-service for all teachers K-3
- purchase math resources as required to support new curriculum
- purchase scanners and laptops to assist with documentation in the classrooms (AISI + school budget)
- improve school grounds
- purchase phone for supervision
- increase office support for IPP's and registration
- replace laminator
- upgrade staff room

5. PROJECTED RESOURCE ALLOCATION & PROJECTED DEPLOYMENT Budget Report -

Prairie Rose School Division No. 8


2008-09 Preliminary Budget NB: **This section is NOT yet updated. ATTACH THE SUMMARY FROM MYBUDGETFILE**



1. Click on Reports

2. Select Budget Report

MyBudgetFile.com Reports

Group reports by: 

Budget Reports

[Amounts by Budget Center and Category](#)

Category: Budget Reports Style: Crosstab

[Amounts by Budget Center and Line Item](#)

Category: Budget Reports Style: Crosstab

[Amounts by Group and Category](#)

Category: Budget Reports Style: Crosstab

[Amounts by Group and Line Item](#)

Category: Budget Reports Style: Chart

[Budget Group Report](#)

Category: Budget Reports Style: List

A consolidated budget summary of all the budget centers that are members of the selected group. If more than one group is selected, a separate budget summary is printed for each group. This report is similar in layout and content to the "Budget Report"

[Budget Report](#)

Category: Budget Reports Style: List

A detailed, comprehensive budget report, including revenues and allocations to the budget center, expenditures, staffing, and factors used in calculations. If more than one budget center is selected, a separate budget is printed for each.

[Category Amounts Pie Chart](#)

Category: Budget Reports Style: Chart

A pie chart breaking down revenues, allocations, or expenditures by category and indicating each category's percentage of the total. If more than one type of line item is selected, a separate pie chart is shown for each.

[Category Amounts Pie Chart by Group](#)

Category: Budget Reports Style: Chart

A pie chart breaking down revenues, allocations, or expenditures for a group of budget centers by category and indicating each category's percentage of the total. If more than one type of line item is selected, a separate pie chart is shown for each.

GL Reports