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Three-Year Education Plan 2021-2024



BANBURY CROSSROADS SCHOOL



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Accountability Statement

The Education Plan for the three years commencing August 23, 2021 for Banbury Crossroads School were prepared under the direction of the Board in accordance with its responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the three-year Education Plan for 2021/2024 on June, 9 2021.

The Directors of the Board of Banbury Crossroads School agree with the contents and approve the document.

Denise Dolph
Krista Malden
Muhammad Atif
Diane Swiatek



Handwritten signatures in blue ink for Denise Dolph, Krista Malden, Muhammad Atif, and Diane Swiatek. The signature for Diane Swiatek is written in a larger, more prominent cursive font.

(signatures and minutes on file)

Introduction

The following plan has been put together to directly align with Banbury's mission and practice.

Our mission at Banbury Crossroads School is that we want to treasure children as respected individuals, and meet their diverse needs within a safe, familial setting. We are passionately committed to incorporating innovative educational methods that foster intrinsic motivation, learning to mastery, self-responsibility and social competence.

Students at Banbury will take ownership, learn through interests, develop character and engage in community.

In practice, Banbury Crossroads incorporates a Self-Directed Learning program. We are a member of the Canadian Coalition for Self-Directed Learning and we uphold the fundamental practices of SDL, which are:

- **Relationships** – The single most important aspect of SDL is the relationship between the student and the teacher who acts as a mentor, facilitator, coach and guide, and who stresses communication, collaboration, organization, high expectations, goal setting and reflection.
- **Flexible Scheduling** – Flexibility in the use of time is integral to SDL. Students make real decisions about how, where, when and with whom they work. Schedules are fluid and will often change, depending on the student's goals and reflections, and/or teacher's guidance.
- **Personalized Programming** – Students of SDL are presented choices in how they approach learning activities and are encouraged to incorporate their personal interests where possible.
- **Collaborative Teaching Environment** – Teachers are encouraged to work collaboratively in an SDL school to accommodate cross-curricular opportunities for students.
- **Interactive Learning Environment** – In an SDL school there is a focus on active learning (direct learning through field trips and experts, hands-on learning, project-based learning), reflection, and collaboration.
- **Diagnosis of Student Developmental Characteristics** – Students of SDL develop self-awareness as learners and social beings in order to be self-directed and self-regulated. This is accomplished through reflective conversations with mentoring teachers.
- **Authentic Assessment** – Teachers of SDL support assessment strategies which encourage students to demonstrate their knowledge and skills, highlight their strengths and support the improvement of their learning.
- **Continuous Progress** – SDL provides the opportunity for students to work at a pace suitable to their current, assessed level of ability, personal or familial conditions, emotional status and motivation.

- **Mastery Learning** – SDL schools believe that it is important that students are successful, and to this end, learning activities require the student to demonstrate mastery of skills before progressing in their course work.

These aims will be reflected in the outcomes/goals, measures and strategies within this plan.

Goals

Domain: Student Growth and Achievement

Key Insights:

- During an engagement session, teachers estimated that the majority of secondary students and about half of elementary students are “underachievers” (not working at a level they are capable of).
- During an engagement session, teachers noted that many students have had a reduction in engagement and positive attitudes towards learning this past year (Covid year)
- During an engagement session, teachers estimated that approximately 50% of secondary students and 11% of elementary students will not finish some of their courses by June, and will need to finish during the summer or in the fall before starting the next grade.

Previous Results

- Although results on our AERR are suppressed due to the too few students, we know that some students at Banbury take an extra semester or year to finish high school from the standard 3 years.
- There were no PATs or DIPs written last year due to Covid-19, however, results from previous years show that 100% Banbury students that wrote the exams met the standard of excellence.
- According to the results on the AERR, 96.2% of parents and teachers agree that students are taught attitudes and behaviors that will make them successful at work when they finish school; however, teachers have noted that these behaviors are not always being put into practice while students are still in school.
- According to the results on the AERR, 90.4% of parents and teachers agree that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning, however, teachers think that this number will go down this year.

Outcome 1: Banbury students will continuously strive to learn and improve

Measures

Provincial Measures:

- Percentages of students who complete high school within three, four and five years of entering grade 10 not including those that move to another school.
- The percentage of students attaining the acceptable standard, and the standard of excellence, on PATs and DIPs results of those students who have written them.
- Percentage of teachers and parents who agree that students are taught attitudes and behaviors that make them successful at work when they finish school.
- Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

Local Measures:

- The percentage of students who complete courses in under 10 months.
- Using teacher comments from report cards, the percentage of students who are not meeting completion goals.
- Using a locally developed survey, the percentage of parents who agree that their child is

progressing at an acceptable rate.

- Teacher reflections of student self-evaluation process/tool.
- Teacher analysis of reflective responses from students.

Strategies:

- A teacher committee will develop a tool in the fall for students to self-evaluate/reflect on their progress, efforts, and mindset 3 times per year (twice the first year).
- Elementary teachers will add reflective questions to the student weekly review process.
- Secondary teachers will add reflective questions to mentoring sessions with students.
- Assist slow-moving students in becoming more productive by implementing distraction-reducing, anxiety-reducing, and perfectionism-reducing strategies consistent with mindfulness practice, yoga, self-awareness activities, and social skill training.
- Assist students in accumulating credits in creative ways.
- Begin to reevaluate internship program for improvements.
- Administration will develop a professional learning opportunity around providing effective feedback.

Domain: Student Growth and Achievement

Key Insights:

- About 87% of secondary students exhibit signs of anxiety, depression, or difficulties with social skills and self-regulation (both diagnosed and undiagnosed)
- About 40% of elementary students exhibit signs of anxiety, depression, or difficulties with self-regulation and social skills (both diagnosed and undiagnosed)
- During staff meetings, teachers consistently express concern for students' needs for mental health and social skills support.
- Yoga and Mindfulness-Based Stress Reduction techniques can significantly reduce work-related stress and enhance the ability to adapt and react to stress (Lin, Huang, Shiu, & Yeh, 2015). It can also decrease cortisol (stress hormone) in children and reduce behavior problems (Butzer et al., 2015) PositivePsychology.com
- During an engagement session, elementary teachers claimed the mindfulness program is working well, but secondary teachers claimed it was harder to get students engaged. They want to try some other strategies such as yoga and some kind of check in.

Previous Results

- The current results on our AERR for students who agree that they are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school is 91.7%. Nevertheless, attendance records show that many students are absent more than is usual, or are chronically late arriving to school.

Outcome 2: Banbury students will demonstrate resiliency

Measures

Provincial Measures:

- Percentage of teacher, parents, and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.

Local Measures:

- Using a locally developed survey, percentage of students who report how they are coping with life both at the beginning, middle and end of the school year.
- Using a locally developed survey, percentage of parents who report an improvement in their child's mental health and resiliency.
- Using teacher comments on report cards, the percentage of students demonstrating increased resiliency and positive mental health.
- Level of achievement of IPP goals of students with anxiety, depression, or self-regulation diagnosis.
- Teacher reflections/analysis of effectiveness of strategies on the overall resiliency and mental health of students.

Strategies:

- Elementary teachers will maintain a daily mindfulness program for students.
- Secondary teachers will implement a daily mental health "check in" for students.
- Elementary teachers will add a "how am I feeling" element to daily planning sheet.
- Begin a yoga program at the secondary level – Locally developed CTS course.
- Access psychological expertise from City U Calgary Clinic for individual, small group and staff supports in mental health, resiliency, self-awareness, self-regulation, and social skills training.
- Develop a mental health survey for students and parents to be implemented 3 times per year.
- Continue to address social skills and communication training, self-awareness, and self-regulation topics in health classes.
- Ensure all IPPs for students with anxiety, depression, and limited self-regulation diagnosis have goals measuring improvement in resiliency and/or mental health.

Domain: Teaching and Learning

Key Insights:

- During an engagement session, teachers stated that they need more strategies in supporting students who have mental health issues, social skill issues, and anxiety.
- During staff meetings, teachers have continuously commented on the low level of resiliency that many students have and on not knowing if what they are doing is helping.

Outcome 3: Teachers will gain knowledge and strategies to support student resiliency and mental health

Measures:

Local Measures:

Teacher review on the quality and effectiveness of the professional development sessions.
Teacher reflections on the level of skill and confidence gained in addressing resiliency and mental health topics with students.

Strategies:

- Develop a partnership with City U Calgary Clinic for assistance and direction.
- Implement monthly Q&A sessions with City U Calgary Clinic in staff meetings.
- Encourage mentoring teachers to meet regularly and discuss student concerns and strategies.

Domain: Teaching and Learning

Key Insights:

- During an engagement session, most teachers indicated that they had implemented at least one activity into their classroom that addressed an indigenous perspective.
- However, certain subjects remain more difficult to do so than others. The desire to discover more was stated.

Previous Results

- Banbury has not had any FNMI identified students attending the school for the past few years, thus results are not available; however, we endeavour to weave Indigenous ways of learning within our teaching.
- For the past few years, teachers have engaged in many professional development opportunities to learn Indigenous perspectives and ways of learning.
- For the past few years, the school has implemented some school-wide activities addressing Indigenous perspectives and ways of learning. As well, teachers have been implementing more activities in their classrooms. These are all outlined in our AERR.

Outcome 4: Teachers will continue to refine their understanding of Indigenous perspectives and ways of learning

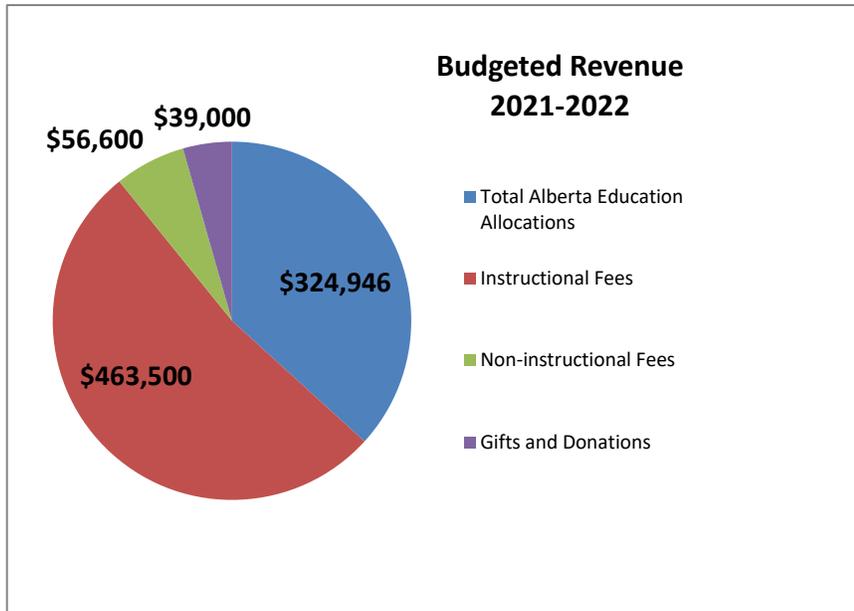
Measures:**Local Measures:**

- The percentage of teachers that state they implemented Indigenous perspectives into their classroom activities.
- The number of opportunities students had to learn about Indigenous perspectives.

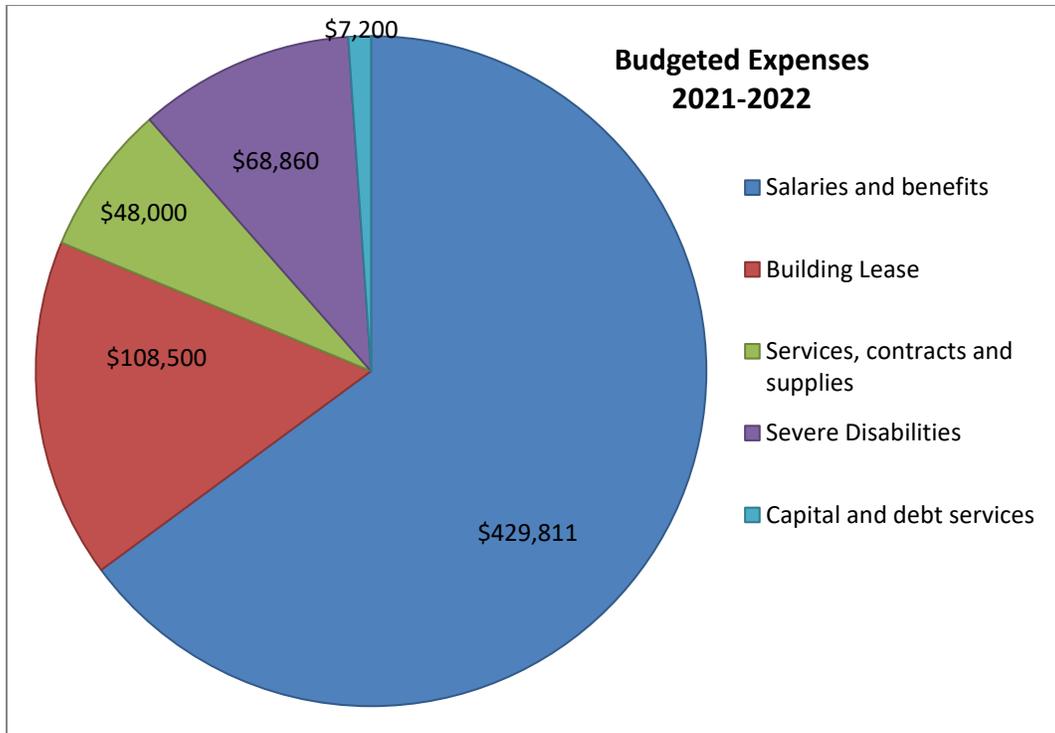
Strategies:

- Continue to implement school-wide activities on Indigenous perspectives.
- The Principal will ask those teachers who have tougher subjects to lead a school-wide activity.
- Continue to devote one mindfulness session a week to activities on Indigenous perspectives.
- Principal will encourage teachers to share their learnings in staff meetings.

Budget Summary



Anticipated revenue for the year is not expected to be much different than the past year. Enrollment predictions are not changing drastically, and the provincial government has committed to no funding changes from this past year. The amount in Gifts and Donations is what is left from the Banbury Crossroads Society's last casino. Dates for the next casino remain unknown, due to Covid. This uncertainty is very concerning as the loss of these funds would be very impactful on the school in the future.



Overall, anticipated expenses will likely balance out in similar ways to the past year as we get back to regular school operations after Covid. There will be increases in costs for field trips and van expenses, but costs for cleaning and PPE for Covid will likely be reduced. Although classes will return to a 1 to 10 ratio, we will likely maintain current teaching hours to allow some space to comfortably add more students. We will be increasing the size of our physical space by adding 3 new classrooms, and this will add to our rent. One new additional budget item that is anticipated is the cost of a partnership with City U Calgary Clinic for access to psychological supports for students and teachers. As well, we will need to send elementary teachers to training sessions on the new curriculum that is supposed to be implemented in September of 2022.