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Three-Year Education Plan 2023-2026



BANBURY CROSSROADS SCHOOL



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Accountability Statement

The Education Plan for the three years commencing August 21, 2023 for Banbury Crossroads School was 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 students' learning and results.

The Board approved the three-year Education Plan for 2023-2026 on **May 29, 2023**

The Directors of the Board of Banbury Crossroads School agree with the contents and approve the document. (Minutes on file)

Liam Cummings - Chair

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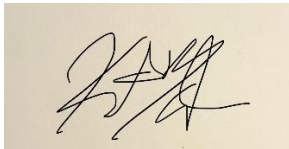
Denise Dolph

Liam Cummings - Chair
Joanna Wang – secretary/treasurer
Denise Dolph
Krista Malden

Denise Dolph



Krista Malden



Aaron Patella



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 with 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 noted that:
 1. approximately 48% of secondary students will likely not finish one or more of their courses by June and will need to finish during the summer or in the fall before starting the next grade in that course (the majority of those students are coded for anxiety or ADHD or are ESL). This number is slightly higher than the previous year.
 2. 13% of elementary students will likely not finish one or more of their subjects by June (the majority of those students are coded for anxiety or ADHD or are ESL). This number is the same as the previous year.
- Secondary teachers noted that the self-reflection tool is not being completed honestly by some students because they know it's being shown to their parents. Teachers would like to adjust the tool and create a rubric that students can assess themselves on.
- Elementary teachers noted that the many EAL students we have are not using their planning tool well and don't understand its purpose. Some adjustments may need to be made moving forward to accommodate them.
- Teachers regularly voiced their concern about the number of EAL students speaking their native language to each other and how it seems to slow down their English acquisition.
- During the course of the year, the percentage of students needing EAL support rose to 26% of the student population.

Year 2 Key Results

- A few students received Occupational Therapy at school.
- A few students received Speech and Language Therapy at school.
- The internship program was not reviewed due to time constraints and a lack of manpower from having more students.
- 31% of the student population were coded.
- 50% of graduates have completed high school in 3 years.

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 from those students who have written the exams only.

- 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.
- Teacher, parent and student agreement that students have access to the appropriate supports and services at school.

Local Measures:

- The percentage of students who complete courses in 10 months or less.
- 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 and secondary students who are satisfied that students are progressing at an acceptable rate.
- Teacher analysis of student self-evaluation process/tool and reflections.

Strategies:

- Continue to refine the teacher mentor role on the secondary side to ensure goal setting and reflection occur regularly.
- Continue to review and offer training in the principles of self-direction to both teachers and students.
- Ensure self-directed checklist is used on elementary side.
- Continue to ensure students with diagnoses have the support they need.
- Assist slow-moving students in becoming more productive by implementing distraction-reducing, anxiety-reducing, and perfectionism-reducing strategies consistent with mindfulness practice, City U consultation, the implementation of IPP strategies, and Open Parachute mental health skills practice.
- Assist students in accumulating credits in creative ways.
- Reevaluate internship program for improvements in implementation.
- Implement professional learning opportunities around motivation and re-engagement and around diverse learners.

Domain: Learning Supports

Key Insights:

- During an engagement session with teachers, it was noted that an increase in socialization both in school and outside of school was observed during the past year. Students are leaving their houses once again and meeting others in-person.
- Teachers also noted that there are still many students suffering from anxiety. They have observed skewed thinking that is not based in reality, an inability to manage big emotions, overreactions to small problems they see as big problems, and difficulties with perfectionism.
- About 41% of secondary students exhibit signs of anxiety, depression, or difficulties with social skills and self-regulation (both diagnosed and undiagnosed). This is a reduction of 20% from the previous year.
- About 33% of elementary students exhibit signs of anxiety, depression, or difficulties with self-regulation and social skills (both diagnosed and undiagnosed). This is an increase of about 5% from the previous year.
- During an engagement session with teachers and City U psychologists, it was noted that those students who require the most help are often the ones that most resist it. We can't force therapy on students, even when it is a part of their IPP.
- According to attendance records, there continues to be high absenteeism in students identified with anxiety or other mental health concerns.
- During an engagement session on the Open Parachute program, teachers provided mixed feedback. Many teachers felt it increased their confidence in raising the sensitive topics with students and discussing them. Some teachers felt that many students didn't really participate or see the value, particularly at the secondary level. Some teachers thought the topics weren't relevant.
- Information from the Open Parachute programmers suggest that there are changes that address some concern coming for next year.

Year 2 Key Results

- Mindfulness sessions in the elementary grades have been highly successful. Teachers report that after 3 or 4 months, most students were participating fully, being still and mindfully breathing.
- About 38% of students received group therapy services through City U to address social skill practice.
- A few students were referred for assessments.
- A few students were referred for counselling for mental health.
- All teachers attended a professional development session on Autism Spectrum Disorder, a presentation on Perfectionism, and a presentation on Chinese culture and Helping Transition students to Canadian Culture.
- Extra-curricular clubs that were run to increase social opportunities:
 - D&D – 10 students total

- Computer coding – 12
- Robotics – 10
- Christmas crafts – 10
- Chess -10
- Fitness club – 6
- Secondary social club – 2 outings and one event - 25
- Family Astronomy night – 30 people
- Mentorship program – 26 students

Outcome 2: Banbury students demonstrate mental health skills

Measures

Provincial Measures:

- The percentage of teacher, parent, 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.
- The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

Local Measures:

- Using the beginning of the year and end of the year surveys contained within the Open Parachute program, % of students who demonstrate an increase in mental health knowledge and skill.
- Using a locally developed survey, percentage of parents who report an improvement in their child's mental health skills.
- 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 mental health of students.

Strategies:

- Elementary teachers will maintain a daily mindfulness program for students but will split up students into smaller groups to increase engagement.
- Continue with 1-30 minute lesson per week with every grade on mental health skill development through the Open Parachute platform.
- Continue to access psychological expertise from City U Calgary Clinic for individual, small groups and staff supports in anxiety, resiliency, self-awareness, self-regulation, and social skills training.
- Maintain a mental health survey of students by parents to be implemented 2 times per year.
- Ensure all IPPs for students with anxiety, depression, and limited self-regulation diagnoses have goals measuring improvement in resiliency and/or mental health.
- Continue to regularly assess/check in on the effectiveness of Open Parachute during staff meetings.
- Expand extra-curricular opportunities and begin to create extracurricular expectations from teachers.

Domain: Teaching and Learning

Key Insights:

- During an engagement session, teachers stated that they continue to need more strategies in supporting students who are EAL, challenged by anxiety, or have social skills struggles.
- Our international population on the elementary side bumped up to 41% of the total number of students as the school year progressed. 50% of those international students were below the level 3 English benchmark.
- 25% of secondary students were international and of those 40% fall below the level 3 benchmark for English.
- The majority of the international students are from China and many of them (younger ones in particular) demonstrate a different set of values, expectations and attitudes around going to school and around relationships with others. Engagement sessions with teachers revealed that more help is required for teachers to better assist these students to adjust to a new style of education and that the negative behaviors of some of them have a deep impact overall.
- Currently we have 1 ESL instructor/coordinator (standard 2 TESL) at 0.6 FTE instructor and 0.2 FTE coordinator – standard 2 TESL training. Also 1 full time certified teacher on the elementary side supporting EAL learners. An engagement session with teachers suggests this is not enough and we need another full-time EAL instructor/aide.
- 31% of all students have an Alberta Education special needs code with another 5% that likely need one but are not diagnosed.

Outcome 3: Teachers will gain knowledge, skills, and strategies to support diversity in their classrooms.

Measures:

Provincial Measures:

- The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

Local Measures:

- Teacher's review comments on the quality and effectiveness of the professional development sessions.
- Teacher's reflections on the level of skill, confidence and comfort gained in addressing diversity in their classroom.

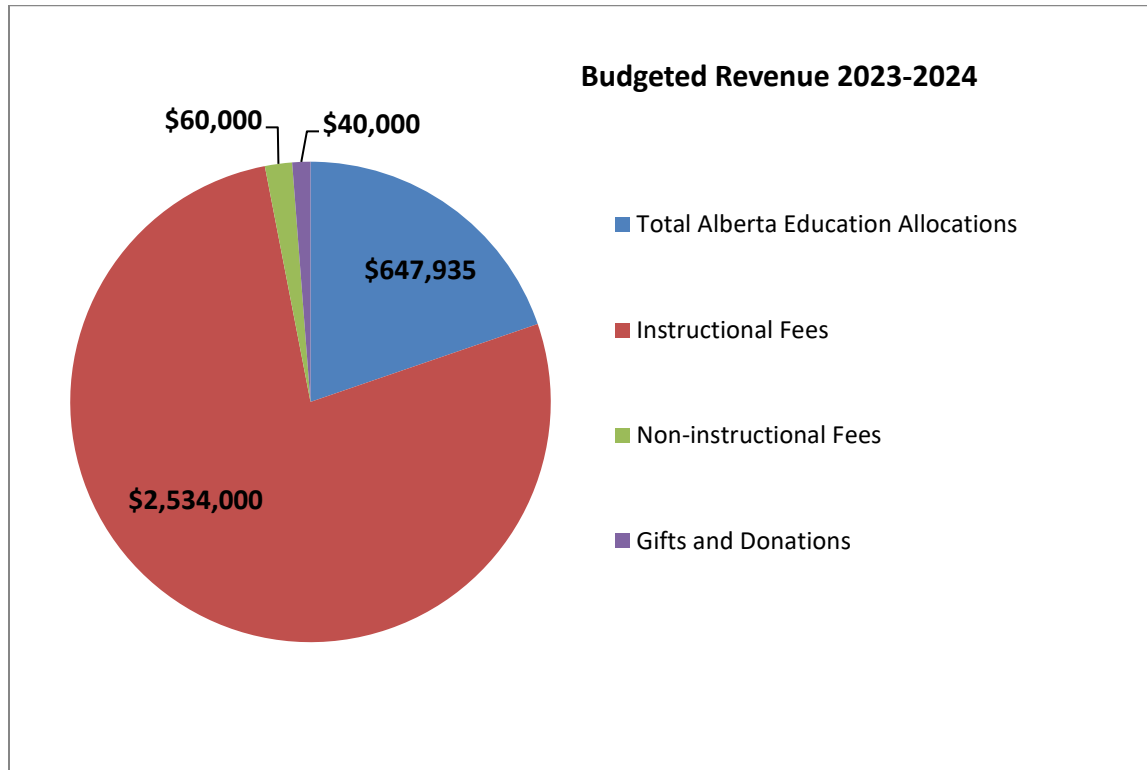
Strategies:

- Cap the number of admissions with below level 3 benchmark in English.
- Discontinue accepting international students mid-year.
- Obtain advice from Chinese cultural organizations on how to help the transition to Canadian culture.

- Hire an additional EAL instructor and/or support staff.
- Continue to seek out and provide relevant professional development opportunities for staff particularly in addressing mental health, perfectionism, anxiety, and motivation.
- Adjust school calendar to add professional development days in order to provide teachers more time to collaborate and communicate.

Budget Summary

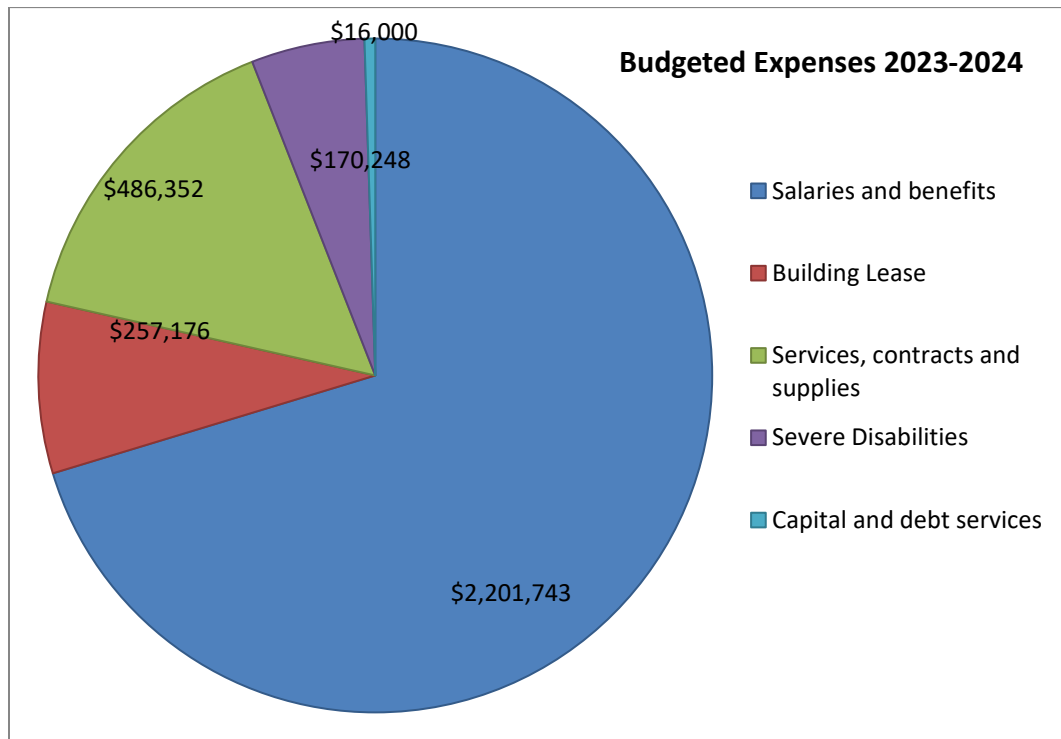
Budgeted Revenue:



For the past two years we have been building capacity to increase teacher salaries, increase the student population, and be able to offer a wider range of programming and extracurricular opportunities. Thus, the budget for the 2023-2024 school year reflects these endeavors with a large leap in both revenues and expenses.

Revenue is expected to increase dramatically due to the raised tuition rates that reflect the actual cost of the personal service Banbury provides. The Alberta Education allocations have also increased as a result of the growth in student population and a projected further increase next year. Funds provided by these grants have also been recently increased by the government, including new grants for Complex Needs and Transportation. All of these increases mainly allow teacher salaries to be closer to what other jurisdictions pay their teachers, but also to maintain our low student/teacher ratio, broaden programming and extracurriculars, and continue to acquire space. The amount in Gifts and Donations is largely what is expected to be received from the Banbury Crossroads Society. The total revenue is budgeted for \$3,281,935.

Budgeted Expenses:



Overall, anticipated expenses will increase significantly as well, primarily due to increased salaries and added staffing hours. In addition, the cost of goods and services also continues to inflate quite dramatically during these economic times. These increases are found in almost every aspect of our operations. Our lease has almost doubled due to the space we've added. We now occupy the whole top floor of our building. Finally, as with many schools, our student population is getting more and more diverse. The number of students with Severe Codes continuously increases along with the number of students needing English as an Additional Language support. These expenses reflect Banbury's focus on growth, broadening programming, supporting diverse needs, and implementing a new curriculum in the elementary grades. Total expenses are \$3,131,519.