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Three-Year Education Plan 2024-2027



BANBURY CROSSROADS SCHOOL



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Accountability Statement

The Education Plan for the three years commencing August 19, 2024, for Banbury Crossroads Authority 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 Directors of the Board of Banbury Crossroads School approved the three-year Education Plan for 2024-2027 on May 23, 2024
(Minutes on file)



[Aaron Patella \(May 28, 2024 14:55 EDT\)](#)

Aaron Patella
Board Chair

New Education Plan for a New Chapter of Banbury

Banbury Crossroads begins a new 3-year cycle of our Education Plan this year. The new cycle follows the strategic plan set out by our Executive Director and Board of Directors in consultation with stakeholders, to respond to the following:

- An increase in direct competition of new and expanded Independent Schools and Charter Schools.
- Addressing the need to increase salaries for teachers to better reflect those in most jurisdictions.
- Justifying increased tuition to pay for salaries without the physical amenities that other schools have.
- A continued service to meet the needs of students who require small, support-filled classrooms, yet appeal to a broader clientele.
- A desire to continue to offer a unique educational experience.

Starting in the 2024-2025 school year, the Banbury Crossroads Authority will have two schools under its name. Our expansion school, the Banbury Crossroads Academy, will begin classes in August. The Academy is currently applying to become a DSEPS (Designated Special Education Private School) with Alberta Education and is expected to receive this classification sometime in the 2024-2025 year.

The Academy was born out of consideration for the following points brought up during stakeholder meetings:

- Our admissions team has noticed that a large number of the inquiries we receive are from parents of children needing extra supports for learning; some are coded but others are undiagnosed.
- Our student body has always included those needing various supports to meet their academic learning and social/emotional needs, and our personalized approach and small classrooms have been quite successful, but we lacked specialization and focus for this population.
- Teachers have noticed, that these students often struggle with some of the self-directed parts of the school's methodology: time management, accountability, setting goals, and transitioning between classrooms and teachers.
- Currently, most of our students with severe needs codes are being pulled out of classes to work one-on-one with a teacher or an aide, and some struggle to work independently on much of their work.

Thus, the Academy program will be meant for students who are coded and need extra supports for academic learning and social/emotional growth. It will still have a personalized approach like the regular program, but will further reduce the class size, reduce the need for multiple transitions, increase teacher direction and structure, and include specific, targeted approaches and methodology designed for students with diverse needs.

Goals in the Education Plan for the Academy will reflect the need to gather some baseline data and to address the challenge of ensuring the students in the program are still a part of the larger Banbury community.

Our regular program, Banbury Crossroads School, will continue as it has since 1979. Our educational philosophy is built on the foundation that learning should occur in an environment that is relaxed, accepting, and welcoming, catering to the diverse learning styles, rates, interests, and talents of each student. At Banbury, our teachers actively support students with knowledge and activities that are meaningful and interesting to them, while also ensuring compliance with the Alberta Curriculum. We believe that empowering students to take control of their learning journey fosters self-confidence, initiative, perseverance, and overall well-being.

In practice, Banbury Crossroads School incorporates a Self-Directed Learning program. We uphold the fundamental practices of SDL, which are:

- Emphasis on Relationships
- Provision of Flexible Scheduling and Personalized Programming
- Collaborative Teaching
- Opportunities for Interactive Learning Activities
- Social and Emotional Skill Development
- Authentic Assessment of Learning
- Learning to Mastery
- Ability for Continuous Progress

Starting in 2024, the School will be entering a multiyear process to broaden its programming. First, we have begun marketing specifically to elite athletes and athletic organizations. Our flexible and individualized program works very well for students who need to eat into their school hours to train and travel. Second, we have expanded our international marketing to include countries from all over the world and not just focused on one. Finally, we will begin the 3-year process of becoming an International Baccalaureate (IB) school in hopes of attracting families looking for more academic rigor. Once this process is complete in 2027, we will be the first self-directed IB school in Canada.

Goals in the Education Plan for the School will reflect the implementation of the foundations of Self-Directed Learning and the new direction for marketing.

All in all, it is hoped that these long-range, strategic plans will help us further carve out a niche in the independent school market and allow us to be more economically sustainable. We anticipate that our authority will continue to be diverse, inclusive, and provide students with a rich educational experience while expanding our scope of practice to serve a broader community.

Previous 3-Year Education Plan

The main goals of the previous 3-Year Education Plans will be changed or modified in the new Banbury Crossroads Authority Plan to reflect the previously mentioned points. The mental health focus we have had as a goal for the past three years has been quite successful, and we have been seeing increasing positive results from our efforts over the past two years. Results from the end of year 2 survey showed that;

- over 70% of students were experiencing positive mental health
- over 50% of students stated that their mental health had increased or stayed the same in the last year
- about 50% of parents noticed an increase in positive mental health of their child.

Our daily mindfulness practice, weekly mental health skills work with the Open Parachute program, and the targeted interventions for certain students are now a part of our operations and will likely remain so for a long time. Thus, we plan to now include mental health in our Learning Supports instead of a goal on its own.

Stakeholder Engagement

The stakeholders involved in this plan were our board, members of the leadership team, teachers, administrative and support staff, parents, and students. Through weekly leadership and administrative meetings, and biweekly teacher meetings, all staff members are consulted regularly. Most of the strategies developed have been a group effort and will be reviewed for effectiveness during regular meetings. Parents provide input via two locally developed surveys, the provincial survey, discussions with members of the parent council, and various informal conversations that occur throughout the year. Students are consulted through locally developed and provincial surveys, group meetings, mentorship meetings, leadership classes, and informal discussions. Long range, strategic plans developed by the board and the administrative and leadership teams were influenced by consultation with representatives from members of the Association of Independent Schools and Colleges of Alberta (AISCA).

Goals

Domain: Local and Societal Context

Key Insights:

- Through informal and formal engagement sessions, teachers and parents have noticed that as the school has grown and become more diverse, there has been an increased feeling of disconnection.
- Teachers have noticed that international students and domestic students don't intermingle for the most part.
- Members of the parent council expressed that parents don't know each other.
- The leadership team is concerned that with the new expansion Academy coming on board, we will need to find ways to ensure cohesiveness is maintained amongst the 2 programs and within the diverse student body.
- Less than 10 parents responded to the Provincial Survey last year and just over 10 this current year.
- Provincial survey results indicated a decrease in several key outcomes which administration and teachers believe is partly due to international students and their parents not understanding what the questions are asking.
- Staff have noted that it is difficult to promote community when international students seem to only enroll for one year or less.

Outcome 1: The Banbury Crossroads Authority will become a vibrant and inclusive community where stakeholders actively participate, collaborate, and support student growth and well-being through meaningful engagement initiatives.

Measures

Provincial Measures:

- The percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.
- The percentage of teachers and parents satisfied with parental involved in decision about their child's education.
- The percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.
- Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years

Local Measures:

- The percentage of parents who agree that they were well informed about the happenings at the school.

- The percentage of students involved in extracurricular activities and/or attended events.
- Overall teacher observations of the intermingling of students between various groups.

Strategies for year 1:

- Encourage a more active parent council tasked with creating events and opportunities for parent engagement.
- Implement more whole school and parent engagement events.
- Explore ways of encouraging international families to enroll in the school for more than 1 year.
- Ensure international parents have access to the provincial survey in their own language.
- Provide international students with a translator when completing surveys.
- Encourage teachers to regularly communicate with parents highlighting topics being presented and discussed in mindfulness, open parachute, and collaborative time.
- Continue to promote our social media channels with meaningful content highlighting community engagement.
- Manage the language around the two programs to downplay any segregation and promote community.
- Continue to provide opportunities for students to volunteer and engage in the school's wider community.
- Continue offering extra-curricular activities and CTS/option courses open to ALL students.

Domain: Learning Supports

Key Insights:

- During engagement sessions with teachers, it was noted that many students registered with a special needs code were not demonstrating self-direction and required one on one help to move forward in their work. These same students struggled with the many transitional points in the day, and with creating and following plans for the day, schedules, and timelines without significant teacher guidance.
- Through an analysis by our admissions team, it was discovered that inquiries into our supports of special need students have significantly increased and that a market exists for us to fill.
- Teachers reported that preparing for and implementing teaching approaches to address students needing special academic adaptations and accommodations, ELL strategies, social and emotional coaching, curricular enhancements, and peers to work with, was spreading them far too thin. There was a genuine worry that some students were not getting their needs met.
- *In response to these concerns, the board and the leadership made the decision to add a designated program for special needs students starting in the fall of 2024 with certification sought as a DSEPS in 2025.*
- About 27% of students continue to exhibit signs of anxiety, depression, or difficulties with social skills and self-regulation (both diagnosed and undiagnosed). This is a reduction of about 40% from the previous year. Secondary teachers expressed concern that high school students filled the majority of those statistics.
- The school continues to admit a large number of international students, primarily from China, though numbers are anticipated to be lower for 2024/2025.

Outcome 2: All Banbury students will receive the resources and guidance necessary to thrive academically, socially, and emotionally, thereby fostering a positive and nurturing learning environment conducive to their success.

Measures

Provincial Measures:

- The percentage of teachers, parents, and students who agree that students have access to appropriate supports and services at school.
- The percentages of students who complete high school within three, four and five years of entering grade 10, does not include 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.
- The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

Local Measures:

- Percentage of students meeting IPP goals.
- The percentage of parents satisfied with their child's progress and achievement academically, socially and mental health wise.
- The average gain in English acquisition of international students according to the Alberta Education benchmarks.
- The percentage of students in elementary that improve self-directed skills according to the Self-Directed Checklist.

Strategies for year 1:

- Provide students needing more guidance and support with smaller classrooms, more teacher direction, less transition, and explicit teaching via the Academy.
- Continue a daily mindfulness program that presents social/emotional learning topics with the elementary students.
- Maintain weekly mentoring sessions with secondary students.
- Continue to use and refine daily planning, tracking, and reflection tools.
- Continue weekly mental health skill development with all students through the Open Parachute platform.
- Continue to access psychological expertise from City U Calgary Clinic for targeted interventions for small groups of students on topics of anxiety, emotional regulation, and social skills.
- Begin the 3-year process of becoming an IB school to attract motivated students looking for more academic rigor which is easily provided in our personalized/self-directed program.
- Ensure students are registered in appropriate courses.

Domain: Leading and Teaching

Key Insights:

- During planning sessions with the leadership team, it was noted that many teachers do not come with training in special education and that we will have to provide a training program for the Academy.
- Nearly 50% of the student population were from China this past year, and staff have noticed that there are so many they speak in their native language the majority of the time.
- During an engagement session, teachers stated that they continue to need more strategies in supporting students who are ELLs, challenged by severe anxiety, unable to self-regulate, or have social skills struggles.
- During an engagement session with teachers, it was noted that a plan is needed for the next years to address the learnings of this year of the cultural aspects of the international students in assisting the transition to a new country and new style of school.
- Teachers have stated that they are implementing Indigenous ways of learning and Indigenous perspectives into their practice, but that they continue to need fresh resources.

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 reflections on the level of skill, confidence and comfort gained in addressing diversity in their classroom.
- The number of Indigenous ways of learning or perspectives that were provided.

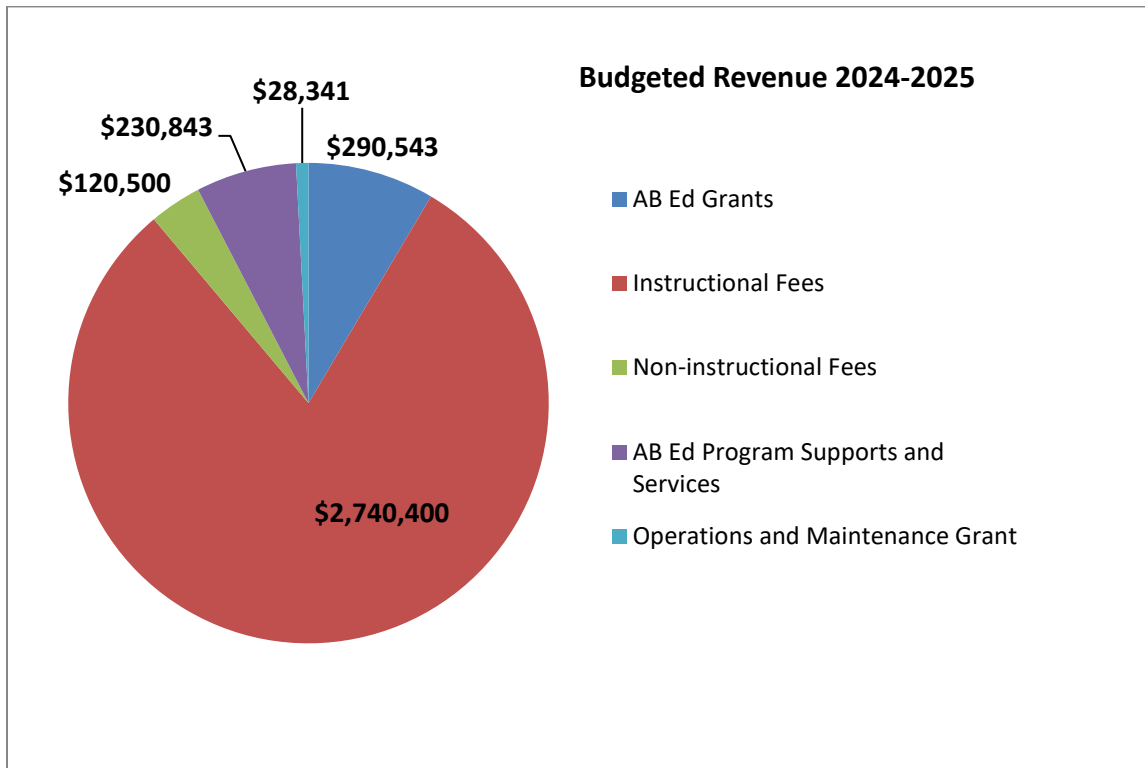
Strategies for year 1:

- Continue to cap the number of admissions with below level 5 on the benchmarks in English.
- Develop a plan during August meetings to address the following challenges that students from China are having:
 - slow adjustment to the self-directed method
 - Asking for help or "teaching"
 - Developing trust – we don't use shame as a tool

- Interacting with domestic students on a regular basis
- Speaking English as much as possible
- Working in partners and groups
- Behaving in the community – respect for laws
- Continue to seek out and provide relevant professional development opportunities for staff. Teachers in the Academy and those in the School may need different PD.
- Ensure all teachers have a plans to weave Indigenous ways of learning into their classroom.
- Work with FNMI students and their families to support regular attendance.
- Develop a way to ensure the mentoring that secondary students receive is somewhat consistent amongst teachers and that goals and strategies are shared amongst the mentee's subject teacher.
- Monitor and assess the overall cohesiveness and language around having two programs.
- Continue to engage teachers as stakeholders as to their professional development needs.

Budget Summary

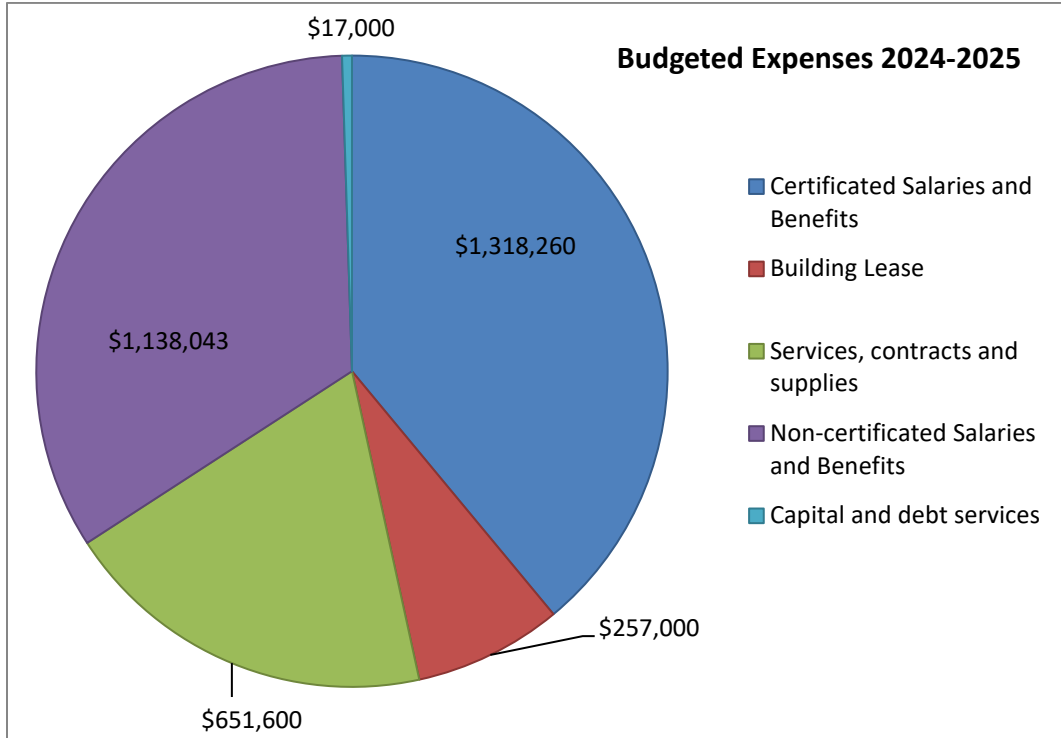
Budgeted Revenue:



The budget for the 2024-2025 school year reflects the strategic plans and continuing personal service that Banbury provides its families.

Total revenue is expected to be similar to the previous year with Alberta Education Grants slightly decreased and Instructional Fees slightly increased due to the many non-funded international students we have been admitting. The majority of the revenue is allocated to staff salaries for our low student/teacher ratio, and to broaden programming. The total revenue is budgeted for \$3,410,627.

Budgeted Expenses:



Overall, anticipated expenses will increase moderately primarily due to the additional staff needed for the Academy. Non-certificated staff have been added as Educational Assistants for our severe needs coded students and for ELL support. All of these expenses reflect Banbury's focus on building capacity, broadening programming, and supporting diverse needs, Total expenses are \$3,381,903.