

SOARING TO BRILLIANCE

Three Year Education Plan



The Phoenix Education Foundation 2024-2027

Accountability Statement for the Education Plan

The Education Plan for Phoenix Education Foundation 0175 commencing 2024 was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the Education Plan for 2024-2027 on May 13, 2024.

Larry Leach, Board Chair

<Original Signed >



Foundation Statements

The Phoenix Education Foundation is a publicly accredited and funded non-profit independent school that is open to all learners K-12. We were started by Diana Stinn and Jill Mann in 2004. We chose the name “PHOENIX” because it was not only a rebirth for us but we felt we could create a space for students who were a little different than other typical learners and that Phoenix would provide a second chance or re-birth for them as well.

Our mission statement is to provide unique learning opportunities for families so that each young person may develop into a life-long learner and an active, responsible global citizen.

- We believe that **each child** has unique talents, skills, interests and learning styles and that their education should respect these key elements.
- We believe that **parents** are the primary educators of their children; therefore, a meaningful partnership with them is critical.
- We believe that the **support and guidance** of our caring, dedicated, qualified professionals will enhance the academic, physical, social, spiritual and emotional qualities of our students.

The **7 values** upon which the school was built are:

- **Community**
- **Kinship (Family)**
- **Experiential Learning**
- **Sassy (Light hearted fun)**
- **Life-Long Learning**
- **Frugal**
- **Nimble (Flexible)**

We offer the following four program choices:

1. **Kindergarten** - 475 hours of instruction, onsite full days T/TH with field trips
2. **BlendEd** - 950 hours of access to instruction using our unique “BlendEd” model that combines various forms of face-to-face instruction with an online component to cover the Alberta Programs of Study (Gr. 1-9)
3. **Online**-Similar to the BlendEd model but 100% online with no onsite component (Gr.1-6)
4. **Home Education** - Parent-designed and directed, but supervised by Phoenix (Gr. 1-12)

Proposed #	2023	2024	2025
Kinder	14	20	20
Grade 1-9	114	120	130
Home Education	94	94	120



Engagement Process

Over the years, Phoenix has engaged its stakeholders in many ways. The school has developed its own parent, student and teacher survey instruments. We also use data obtained from a variety of survey instruments including the provincial Accountability Pillar Survey to inform our decision making process. We have an active Board that consists of ~50% parents from the school who reviews our AERR and focuses on questions relevant to our continued growth and improvement. The school leadership team engages the broader community (local neighborhood and other elements within our city) to implement strategies around student safety, learning, and support.

So, Who Are Our Stakeholders?

Participant stakeholders at the Board's Annual Education Planning Engagement were asked to answer this question. The consensus was that our stakeholders include:

- Students and Parents
- Board and Staff
- Community members
- AISCA

The above groups may also incorporate:

- Grandparents
- Other schools
- Neighbors
- Alberta Education
- Future employers and Post-secondary
- Community and Government agencies
- Municipal government
- ... Even the media.

In one way or another, all members of a functioning society exist as stakeholders in education. Stakeholders have been involved in this Education Plan:

- Through the daily commitment of our Board and Leadership Team in engaging our students, staff and community;



- Through the ongoing conversations and engagement that our staff has with students, staff, parents and the community;
- Through board meetings; and,
- Through, specific events and activities that were held to facilitate planning, based on a model of assurance, including:
 - Various parent surveys conducted over the year - Teen electives, resource selection, feedback on programming, home education supports, mental health needs
 - Student feedback surveys
 - Various staff meetings and sessions

As the leadership team developed this Education Plan under the Assurance Framework, we considered:

- Our previous AERR
- The AB Business Plan
- Previous Education Plans
- Our Foundational statements (Mission, beliefs etc.)
- The Assurance Framework Domains
- Local Data (Survey from families, board input, targeted focus groups, staff observations)





Domains

Our education plan is organized around the primary domains within education. Each domain considers the primary force that is acting on our system of education.



- **Domain FIVE** includes the Local and Societal Context in which education occurs. This domain wraps around and influences all the other domains. *It is included and woven throughout all the other four domains.*

- **Domain FOUR** involves the Governance of our school within the education system. *Phoenix has a skilled Leadership team (Head of School, Principal, Building Manager, Care Coordinator) as well as an engaged board of directors.*

- **Domain THREE** is Learning Support. We are not a designated special needs school and yet a huge piece of student success is not only the support from the school but also the encouragement they receive at home. *We believe that parents are the primary and ongoing educators of their children: therefore, a meaningful partnership with them is critical.*

- **Domain TWO** encompasses Teaching and Leading as teachers and school leaders interact with our learners each and every day. *We believe that the support and guidance of our caring, dedicated, qualified professionals will enhance the academic, physical, social, spiritual and emotional qualities of our students.*

- **Domain ONE** is Student Growth and Achievement - students are naturally at the center. *We believe that each child has unique talents, skills, interests and learning styles, and that their education should respect these key elements.*

Summary of Priorities

Soaring to brilliance takes hard work and effort . . . we intend to focus on these areas:

DOMAIN ONE (Student Growth and Achievement) with a focus on continued literacy and **DOMAIN THREE** (Learning Support). Due to the lack of socialization during lockdowns, we feel students need to develop, practice and hone their social skills.



DOMAIN ONE: Student Growth and Achievement

Outcomes	Students experience, and can effectively demonstrate and achieve, student learning outcomes and competencies across the Alberta Programs of Study.
School Priority	ACADEMIC GAP - We are still concerned about the gap in literacy and numeracy for students but particularly students in Grades 1-3. We will continue to work with and provide targeted intervention for students who test below expected levels.
Why focus on this? What does our data tell us?	<p>You cannot succeed if you cannot read!</p> <p>On Jan 17, 2021, the CBC published an article that stated that nearly half of Canadians struggled with reading. "Poor reading, writing and numeracy skills in adults make up a literacy gap in Canada with consequences for both democracy and the economy."</p> <p>Our reading program makes a difference! Although not all students increase their reading level, anecdotal evidence suggests that all students increase their confidence as readers, and many improved their fluency and comprehension. All of the students concluded the program with a stronger grasp of phonics and phonological awareness. Several of the students self-reported a newfound love for literature, and expressed a desire to read for pleasure at home. The majority of students successfully tracked their at-home reading using a reading log. At midterm, three out of nine graduated out of the program based on their success: Two of those students made significant growth. One ended the program reading at grade level, while the other ended the program reading more than one full grade ahead of expectation.</p>
Strategies	LEARNING GAPS - We will continue with our Reading Eggs program (To be renamed READING CHICKS) and individual personalized instruction coupled with diagnostic testing. We will also be reinstituting our FLIGHT SCHOOL program for older students with identified gaps.
Local Measures	LEARNING GAP <ul style="list-style-type: none"> • Data from Reading Chicks program to show literacy improvement for target students - beginning of the program compared to end of the program gains. • Data from Flight school will be used. This includes attendance, Renfrew Services reports regarding student improvement
Provincial Measures	PAT results
Budget Connection	We have allocated time in one teacher's schedule to run the Reading Chicks program. We hope to be able to hire a teacher with a background in special needs for next year to assist with IPPS and we have signed a contract with Renfrew Educational services for Flight school and other associated services.



DOMAIN TWO: Teaching and Leading

Outcomes	<ol style="list-style-type: none"> 1. Staff participate in professional growth particularly in regards to the new curriculum including FNMI ways of knowing. 2. Teachers continue to demonstrate the TQS throughout their practice. 3. Leadership team demonstrates the LQS throughout their practice.
School Priority	To continue to provide access to PD opportunities as they relate to individual teacher growth and development including FNMI ways of knowing.
Why focus on this? What does our data tell us?	The new curriculum for LA, Math, Science and Wellness for grades K- 6 was required to be implemented by Alberta Education for the 2023 school year. We completed the bulk of change to our LMS for grades 1-6. This year will see refinement to the assignments, reassessment of the resources and exploration of the draft social studies curriculum.
Strategies	<ul style="list-style-type: none"> • To provide access to opportunities for staff to participate in a variety of PD through the Consortium, AISCA, WEP, Renfrew, etc. • To work with our Resource Coordinator to source new resources to match outcomes including FNMI resources where appropriate. • To refine all the grades and course work in our LMS.
Local Measures	<ol style="list-style-type: none"> 1. The number of PD sessions the staff participate in with regards to the new curriculum including how to incorporate FNMI ways of knowing 2. Schedule time to review the new curriculum and allow for development of courses in Schoology
Provincial Measures	Survey measures of Education Quality
Budget Connection	<p>Last year, we had one dedicated curriculum leader re-develop the courses in our LMS. This year she will continue but with feedback from grade teachers as to what worked, what needs refinement.</p> <p>Further we hope to continue to use the classroom complexity grant to assist with the hiring of additional staff to facilitate the classroom instruction.</p>





DOMAIN THREE: Learning Supports

Outcomes	<ol style="list-style-type: none"> 1. The school community creates a welcoming, safe and caring learning environment. 2. The school will use its severe special needs budget to support services such as EAs, OT, PT as needed. 3. The school will support students through our CARE program.
School Priority	<ul style="list-style-type: none"> • To finish up our Mental Health Grant project in the Fall. • To shift our focus from mental health to SOCIAL SKILLS development. • To reduce the number of severe special needs students we serve so that we can better meet their needs • To ensure that parents participate and that they ensure their students are available to access the support and service we provide to them.
Why focus on this? What does our data tell us?	<p>We are not a special needs school and yet probably 40-50% of the inquiries we get with regards to enrollment pertain to special needs support and services for students.</p> <p>We simply cannot support these students beyond our current capacity and rely heavily on the participation of parents to make the current supports and services work well.</p> <p>The challenge we continue to encounter is that parents / students are frequently absent or late for scheduled support and services. Support and Services are currently provided for free to students but at significant cost to the school. When a student misses a therapy session, that money is wasted.</p>
Strategies	<ul style="list-style-type: none"> • To design an agenda with social skills reminders for students. • to put on social skills classes - some of these may be through Renfrew or Wep but may also be a special manner and etiquette class. f • To add snippets of social skills to newsletter (updates) and other bits that go home with students. • To find a staff book that informs this topic. • To implement our agreement form that outlines and informs parents of the cost of the services we provide to their students and to charge parents a nominal fee for these supports and services thereby increasing the likelihood that they will actively participate in the program. (Skin in the game).
Local Measures	<p>To track the number of missed appointments over the year.</p> <p>To see if there is an increase in our wing Feathers program year over year.</p>
Provincial Measures	<p>Survey measures of Safe and Caring, student inclusion and access to support and services</p>
Budget Connection	<p>We have allocated a significant budget amount for special needs supports and services such as psycho educational assessments, counseling services as well as EAs, OT, PT and Speech. This is also reflected in our staff costs - onsite EA, TA and Care Coordinator.</p>



DOMAIN FOUR: Governance

Outcomes	<ol style="list-style-type: none"> 1. The Board Chair and Head of School work together to provide guidance and direction to the school community. 2. The Board meets regularly to review policy and approve the AOP, Budget, 3YP, AERR and AFS. 3. All documents are submitted in a timely manner. 4. The Treasurer regularly reviews the financial accounting and provides guidance on best practices.
School Priority	<p>To recruit 1 new board member from the school community to maintain the required 50% of parents on the board.</p> <p>To explore the concept of intergenerational diversity.</p>
Strategies	<ul style="list-style-type: none"> • To provide the Board schedule annually and in advance. • To accommodate individual board members needs in order to meet regularly and in a covid safe manner. • For the Head of School to ensure that all documents are prepared in a timely manner for Board review. • To provide opportunities for Board Members to access PD. • To seek out one additional board member from new parents by advertising the spot at info sessions and through the weekly updates. • To send out Intergenerational diversity information.
Local Measures	<ol style="list-style-type: none"> 1. Number of board members and their participation in board meetings. 2. Collaboration with other schools or community organizations through AISCA. 3. Completion and successful submission of required AB Ed documents and continued funding.
Provincial Measures	Budget, Survey measure of parental involvement
Budget Connection	We normally provide breakfast for our board members. PD for this group is included in our general budget. If we are able to meet for a board retreat, we will cover the costs for a facilitator and location.





Domain Five: Local and Societal Context

Outcomes	To explore how we are fulfilling our Mission Statement and how we can improve the unique aspects of the school.
Why focus on this? What does our data tell us?	<p>Our mission statement is: “To provide unique opportunities for families so that each young person can develop into a lifelong learner and active responsible global citizen”.</p> <p>How are we currently fulfilling our mission statement? How do we fulfill “unique opportunities”?</p> <p>What can we do differently/better to fulfill our mission statement?</p> <p>We will continue to explore ways we can offer UNIQUE learning opportunities over the next three years.</p>
Strategies	<ul style="list-style-type: none"> • Identify what makes us unique • Identify the strength and weakness of our competitors • Focus on growing the skills of our newer teachers • Document our process and streamline practices for administration and in our teaching practices. • Have FUN!
Local Measures	<ul style="list-style-type: none"> • Maintain or increase enrollment. • When we hear staff and students being able to articulate what makes us special! • Compile research to share with board and staff regarding educational trends. Present at meetings. • Register for and attend any CRC presentations that have to do with educational trends.
Provincial Measures	Not applicable
Budget Connection	Money has been allotted for PD this year. Our board has divided off our funding raising group creating FRIENDS OF PHOENIX. This group will manage our casino and pay for most of our field trips and extras.

PLEASE NOTE:

*This report has been shared with staff, students and parents. It can be found on our website under the **about us** tab - <https://phoenixfoundation.ca/about/>*



Budget Summary

Private School Authority Code: 0175
School Code: 1264

BUDGETED STATEMENT OF OPERATIONS for the Year Ending August 31 (in dollars)

	Budget 2024/2025	Projected 2023/2024	ACTUAL 2022/2023 (Note 1)
REVENUES			
Alberta Education (excluding Home Education)	\$1,099,585	\$1,305,090	\$1,298,698
Alberta Education - Home Education	\$172,091	\$191,012	\$177,237
Total Alberta Education Revenues	\$1,271,676	\$1,496,102	\$1,475,935
Other Government of Alberta	\$0	\$15,000	\$11,825
Federal Government and/or First Nations	\$0	\$0	\$0
Other Alberta school authorities	\$0	\$0	\$0
Instruction fees / Tuition fees	\$75,000	\$74,000	\$120,046
Non-instructional fees (O&M, Transportation, A	\$15,500	\$22,100	\$41,282
Other sales and services	\$18,000	\$28,500	\$10,084
Interest on investments	\$15,000	\$10,000	\$40,335
Gifts and donations	\$5,500	\$15,000	\$20,387
Amortization of capital allocations (where appli	\$0	\$0	\$0
Other (specific casino / gst rebate	\$12,000	\$10,000	\$31,096
TOTAL REVENUES	\$1,412,676	\$1,670,702	\$1,750,990
EXPENSES			
Home Education	\$177,975	\$256,338	\$227,784
Instruction - ECS	\$92,409	\$133,949	\$127,977
Instruction - Grades 1 to 12	\$903,284	\$966,513	\$905,914
Operations and maintenance	\$98,888	\$173,888	\$96,932
Transportation	\$62,370	\$75,612	\$10,861
Board and System Administration	\$61,306	\$58,008	\$92,812
External Services	\$9,516	\$12,614	\$3,617
TOTAL EXPENSES	\$1,405,748	\$1,676,922	\$1,465,897
SURPLUS(DEFICIT) OF REVENUES OVER EXP	\$6,929	(\$6,220)	\$285,093
	\$6,929		

1. To agree with the Audited Financial Statements (AFS) as submitted to Alberta Education pursuant to Section 29 of the Private Schools Regulation 127/2022, Section 20 or as restated.

Phoenix is a registered charity and happily accepts donations! If you would like to donate to our organization, please contact the school office.

*Sincerely,
Diana Stinn, Head of School*