



Calgary Montessori School

Three Year Education Plan

2020/2021

2021/2022

2022/2023

&

Annual Education Results Report (AERR)

2019/2020

Message from the Board Chair

The Calgary Montessori School was founded by Margaret and William Potts in 1919 as a day and boarding school for Grades One to Twelve to educate Calgary families following the Montessori method. Over the years the school has evolved based on Calgary's economy and the needs of our families. Its primary focus for over fifty years was quality Montessori preschool and elementary education. In 2005, the Board shifted its focus to offering only Preschool/Kindergarten. Based on the continued success of the program and the needs and wishes of our families to continue receiving excellent Montessori education past Kindergarten, the Board made the exciting decision to establish an elementary program in September 2015.

With the blessing of Alberta Education, we opened a classroom with nine students in Grades One to Three for the 2015/16 school year. As of September 2019, the elementary had expanded into two classrooms, one for lower elementary and one for upper elementary with over 30 students.

2019 marked the Centenary of Calgary Montessori School. With the hard work of all our staff, our PAC and other parents, we celebrated this milestone with the students throughout the year. From the celebration of the 100th day of school in the 100th year of CMS in February, to an all school (preschool through elementary) carnival in June, our families enjoyed learning about the history of CMS while having fun. Our Centenary celebrations culminated in an evening of fine food, beverages and a silent auction for alumni students, parents and staff and our current parents and staff on November 23, 2019. It was a wonderful evening in celebration of Calgary Montessori School. The photo boards of alumni students from all 10 decades displayed throughout the venue was a highlight for our attendees. We were thrilled when Mayor Nenshi arrived and spoke about his respect and admiration for our school (His niece attended our school).

We are excited about the future of the kindergarten and elementary programs at CMS as we head into the next decade continuing to offer the best quality Montessori education to our students. The Board is so grateful to our excellent staff who are all taking this new year, with the COVID-19 restrictions, in stride and who are keeping our school truly safe as we continue to provide excellence in education.

Accountability Statement

The Annual Education Results Report for the 2019/2020 school year and the Three-Year Education Plan commencing September 1, 2020 for The Canadian Montessori School Ltd. 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 this combined *Annual Education Results Report for 2019/2020* and the *Three-Year Education Plan for 2020/2023* on November 18th, 2020.

Alison O' Dwyer
Board Chair

Foundation Statements

Vision

Guided by Dr. Maria Montessori's philosophy and educational principles, Calgary Montessori School strives to be a centre of excellence in teaching and learning, creating and nurturing global citizens committed to peace, sustainability and cohesive communities on a local, national and international level.

Mission

Calgary Montessori School offers students and their families a quality Montessori Elementary program committed to implementing A.M.I. educational principles and practices as outlined in the Canadian Montessori Quality Assurance Program.

Core Values

Respect
Integrity
Independence
Community
Trust
Peace
Global Citizenship

Philosophy

Calgary Montessori School is committed to the provision of quality Montessori education to students from Preschool through Grade Six based on these key concepts:

- To honour the dignity of all children and trust in their innate desire to learn. Each child learns at their own pace with the teacher guiding and monitoring the learning environment.
- To have learning occur in an inquisitive, cooperative and nurturing atmosphere, with students increasing their own knowledge through self and teacher-initiated experiences.
- The atmosphere at Calgary Montessori School is one that promotes academic excellence and instills a love of learning, leading to a positive self-image.
- To foster autonomous, competent, responsible, adaptive citizens who are life-long learners and problem solvers.

School Authority: The Canadian Montessori School Ltd. (0170)

- To respect the whole personality of the student, not merely his/her intellectual faculties but also his/her powers of deliberation and initiative. The physical, emotional, social, aesthetic and cognitive needs and interests of the student being inseparable and equally important.
- To instill in students a respect for one-self, others, the environment and life, as necessary precursors to developing both their full potential as well as a caring attitude towards all people and the planet.

A Profile of the School Authority: 0170 The Canadian Montessori School Ltd. (Operating as *Calgary Montessori School*)

- Calgary Montessori School offers an authentic Montessori program that strives to meet the criteria outlined by the Canadian Montessori Quality Assurance Program.
<http://www.montessoriqualityassurance.org/contactus.html>
- All classrooms at Calgary Montessori School are comprised of multi-aged, multi-graded groupings of children. These groupings reflect the planes of development put forth by Dr. Maria Montessori: 0-6, 6-12, 12-18 & 18-24. Calgary Montessori School currently offers Preschool/Kindergarten for ages 3 to 6 as well as Lower and Upper Elementary programs for students in Grades 1 to 6.
- Montessori guides with Primary/Elementary credentials work with the age level of students they are qualified to teach (Primary: 3 to 6, Elementary: 6 to 12). Our elementary guides and many of our preschool guides also have Alberta B.Ed. certification. Students remain with the same teachers/classroom community for a three-year cycle.
- Each prepared environment has a full complement of Montessori materials and activities that foster independence (physical, emotional, cognitive and social). These exercises/materials encourage spontaneous activity, self-directed learning and with repeated practice, promote mastery of concepts/skills.
- Students work at their own pace, at their own level and receive lessons on an individual, small group and large group basis. Collaboration, peer teaching and mentoring are core values of authentic Montessori practice.
- Each school day is structured with long, uninterrupted blocks of time, allowing children time to delve deeply into subject areas. Uninterrupted three-hour work cycles allow children time to absorb new concepts, make meaningful connections, practice new skills and reflect on newly acquired knowledge. Learning is mastery-based with each child progressing to the next lesson/concept acquisition when success has been observed by the Montessori guide and/or demonstrated by the child.

- Curriculum specialists work with the children on certain subject areas such as second language instruction and physical education. Every effort is made to ensure these lessons are scheduled so that there is minimal disruption to the daily three-hour uninterrupted work cycle.
- Dr. Maria Montessori's Cosmic Curriculum and the Great Lessons provide the children in the Elementary program with a jumping off point for exploration and discovery learning that integrates with Alberta Education's Program of Studies.

Updates for 2020-2021

Elementary Program – Lower and Upper Elementary Environments

The Calgary Montessori School has worked hard to develop an online program this year and have three students participating in it from home. Student enrolment in the elementary program is down from 34 last year to 30 students this year. There are 15 students in the Upper Elementary and 15 students in the Lower Elementary learning environment.

Student Retention

There has been a slight drop in kindergarten enrolment (37 to 34) this 2020-2021 school year. Enrolment numbers remain strong in most locations, with only a small number of children transferring to other local schools for specific programming such as French Second Language or other specific programs. The number of Calgary Montessori School kindergarten children choosing to continue their educational journey at C.M.S. has remained consistent over the last two years.

Our Lower Elementary environment continues to grow and our numbers for new Grade One students remains consistent. We have six Grade One students this year who have all completed their kindergarten program at C.M.S. Grade 5 currently has 9 students, the largest cohort of any elementary grade level.

Elementary Staffing

In addition to C.M.S.'s two Montessori-trained, B.Ed. certificated educators, a third B.Ed. certified teacher is now teaching in the Lower and Upper Elementary classroom environment on a part-time basis to provide learning support. An educational assistant works in the Lower Elementary classroom environment three afternoons a week. Phys. Ed. and French specialists also work with the elementary students twice a week for a total of 90 minutes per week, per specialist.

Advertising, Open Houses and Parent Information Evenings (Elementary)

Open Houses and *Parent Education Evenings* regarding the Montessori Elementary program are scheduled virtually throughout the 2020 school year in accordance with Alberta Health Services

protocols. As word about C.M.S.'s Elementary program spreads, there are more inquiries from parents outside of C.M.S.'s preschool community wanting to enroll their child(ren).

Before and After School Care Programs - Ongoing

Currently, extended care is being offered at all locations for families that express a need for this service (one hour before or one hour after the morning work cycle). After-school programs from 3.00pm to 4.00pm are being offered four times/week (Monday through Thursday) for elementary students at the Britannia location.

Alberta Education Accountability Survey

Parents, teachers and students in C.M.S.'s Upper Elementary program completed Alberta Education's Online Accountability Survey in early 2020. The results are included and discussed in this year's AERR and Three-Year Education Plan.

Parent Advisory Council (Support and Fundraising Initiatives)

Calgary Montessori School's *Parent Advisory Council* continues to work at supporting the teachers and support staff in their classrooms. The P.A.C. once again coordinated numerous events throughout the 2019-2020 school year.

Sky Lab Field trip- December 17, 2019

The parent advisory council used funds from fundraising initiatives from 2018 and 2019 to pay for the Kindergarten children from all three locations to travel to our Britannia location to experience the Sky Lab. This is an interactive dome that is set up inside the gym, with an experienced guide to facilitate learning about our universe. It is an amazing educational experience for all the children, as well as a great opportunity to have all three kindergarten groups come together for the day.

100 Days of School – February 19, 2020

The Kindergarten children from our three locations traveled to our West Location to celebrate 100 days of School together. The P.A.C was able to pay for the busing to and from out of fundraising money. The children did a series of activities organized by our B.Ed. teachers and had a wonderful time being together.

Skating Party- February 20, 2020

The P.A.C helped organize and volunteered at the second annual Skating Party for the Elementary students. The children skated at the park at our Britannia location all afternoon. They also enjoyed cookies and hot chocolate provided by the PAC.

School Yearbook

In addition, the PAC worked to create an elementary 2019-2020 school yearbook. Students and their families were thrilled to see the finished compilation in late June. A group of six students from the grade 4-6 classroom worked together with a PAC volunteer to put the yearbook together this year and finished the final stages while doing online learning.

First Nations, Metis and Inuit Education in Private Schools Grant

Funds from an AISCA Education for Reconciliation grant were used to purchase Canadian Indigenous books for the school library. The teachers and students use these books when engaged in a variety of social studies projects throughout the school year. These books/stories help to directly expose C.M.S. students to First Nations, Metis and Inuit culture, storytelling and history in Canada, broadening their understanding of what it means to be an Indigenous Canadian.

In addition to funding the purchase of these books, grant funds were used for a trip to the Glenbow Museum where the Kindergarten and Lower Elementary students participated in two programs focused on Indigenous art, history and storytelling.



C.M.S. Alumni Centenary Celebration – November 23rd, 2019 at Britannia Campus

Calgary Montessori School's Centenary Celebration was a huge success. Staff, parents on the P.A.C. and members of the Board worked hard setting everything up and running events throughout the evening. Mayor Nenshi's visit and speech added greatly to the event: the students wrote a thank-you note to him for taking the time to stop by and share stories about how members of his own family have been impacted in positive ways by C.M.S. staff and other C.M.S. families.



The Silent Auction raised just over \$6000.00 for the C.M.S. Student Bursary Fund. Thank-You notes were also written by the elementary students and sent to all the families that donated items for the silent auction. The funds raised will be used to help families needing financial support to cover tuition fees. Bursary requests will be brought to the members of the Board and reviewed on a case-by-case basis.

Update on C.M.S.'s current on-going teaching/learning endeavours:

On March 13th, the elementary students and their teachers transitioned to an online learning platform – Google Classroom. The preschool B.Ed. teachers also reached out to the kindergarten students multiple times per week via Zoom to make sure they continued working on their math and literacy learning objectives, as well as making sure they cover the social studies curriculum and other fun art/craft activities. After some initial 'bumps in the road' and technical glitches for staff, parents and students, everyone became well-versed in negotiating and managing this learning platform.

The elementary teachers posted weekly plans for lessons, assignments with due dates, scheduled one-on-one meetings with students, live video lessons/chats/novel time. The students uploaded their assignments by the stated due dates. This work was reviewed and assessed by their teachers, with follow-up work/assignments happening on an as-needed basis with individual students.

C.M.S. staff spent countless hours preparing new lessons and making sure they stayed as connected as possible with each student. The elementary staff/principal met (virtually) on a weekly basis and checked in with one another about how things were going, what was challenging for students/families etc.

A parent survey was shared with the elementary parents to gather information about how things were going on the home front: too much work/not enough work being assigned, timing of assignments, the need for more video lessons, more one-on-one, less time spent on the computer etc. Parent feedback was very helpful in determining things that needed to be tweaked for various families, but for the most part, the feedback was very positive and appreciative of the hard work the teachers had put into making Google Classroom work for everyone.

Following are a couple of e-mails received from C.M.S. parents:

*Ms Teresa, Ms Beth and Ms Michelle,
I just wanted to say that I think the school is doing fantastic with the online learning. The amount of work is totally appropriate for a grade 6 student. Malcolm is excited to do all science experiments! I am really impressed with the level of teaching still happening in the virtual classroom. I am working with Malcolm to get organized and I believe it is only good things for his transition to Grade 7.
Thank you
Kristell*

Hello Teresa

I hope you're doing well. Thanks very much for this. It's great to have the regular French classes. We appreciate very much the teacher's efforts to keep classes running and the children engaged. May and Alithea are doing a fantastic job. The pandemic has doubled my workload, so it's been a tricky few weeks for us but we found a good balance this week.

Jessi

As restrictions began to be lifted, we were able to hold a small physically distanced graduation for our three Grade 6 students. It was wonderful for the students to get together and celebrate before they transitioned to various schools for Grade 7. We also held kindergarten celebrations for each individual cohort outdoors in June.



Re-Opening Policies

As per the decision made by the Alberta Government announced at the end of July, Calgary Montessori School re-opened on September 2, 2020. The administrative staff spent many hours in the summer preparing a detailed re- entry plan to keep students and staff safe.

We have split our classes into smaller cohorts, as well as changed our recess and lunch schedules at all locations so children are only playing and eating with those in their small cohort. Each cohort is also able to use their own washroom in order to reduce contact points with other cohorts.

We have placed sanitizing stations throughout the hallways and in classrooms and each room in thoroughly sanitized with a portable spray sanitizer each evening. We have also purchased air purifiers for each classroom.

Children in our upper elementary are required to wear masks anytime they are moving around the classroom and hallway. Children in lower elementary wear mask in common spaces, such as hallways and washrooms. All staff wear masks whenever physically distancing is not possible. In addition, we have staggered drop off and pick up times so there are limited people entering and exiting the building at one time. Parents are not permitted to enter the building and must drop off and pick up their children outside school entrances.

In order to keep parents involved in the school community, teachers regularly check in with them via phone or email to provide updates on their children. We have also recorded and sent video links to any special events we have held. Example, Remembrance Day Assembly in each classroom. Each teacher already has a plan to record their winter celebration, so parents can watch it at a later date.

May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	The Canadian Montessori School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	94.4	96.7	97.0	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	91.5	84.8	87.6	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	98.1	100.0	98.9	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	100.0	100.0	100.0	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	96.1	100.0	100.0	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	96.7	96.7	94.6	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	88.9	100.0	100.0	81.5	81.0	80.9	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

School Authority: The Canadian Montessori School Ltd. (0170)

10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Measure Evaluation Reference

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e., lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

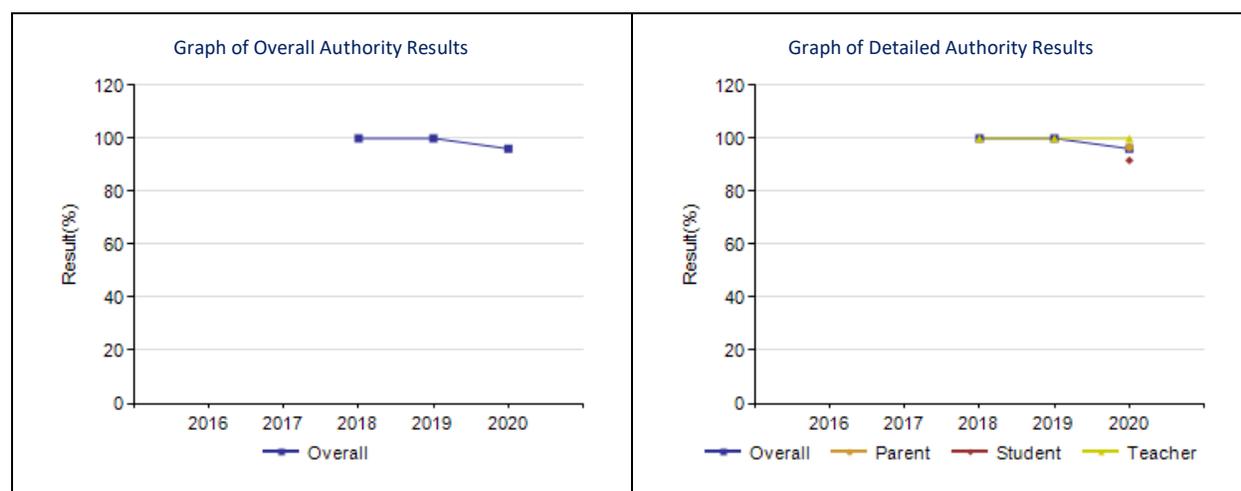
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Outcome One: Alberta’s students are successful

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	n/a	100.0	100.0	96.1	83.9	83.7	83.0	82.9	83.3
Teacher	n/a	n/a	100.0	100.0	100.0	94.5	94.0	93.4	93.2	93.6
Parent	n/a	n/a	*	*	96.7	82.9	82.7	81.7	81.9	82.4
Student	n/a	n/a	n/a	n/a	91.7	74.5	74.4	73.9	73.5	73.8



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of “Improved” or “Improved significantly” on Accountability Pillar measures, may be included.

The result for this performance measure demonstrates an exceedingly high level of success in meeting achievement targets. Calgary Montessori School is committed to ensuring students understand what it means to be an “active, engaged citizen.” Due to the fact that our numbers of student’s surveyed has increased, there is slight trend downward. We are committed to keeping students and parents satisfied with the program and intend to work to bring this trend up in the 2020-2021 school year.

Strategies

- Creating and maintaining a culture of respect and kindness is actively encouraged at Calgary Montessori School.

- Students at Calgary Montessori School learn to balance *freedom* (of choice) and *responsibility* within the classroom community. Understanding this balance lies at the core of functioning, healthy societies.
- Active citizenship asks individuals to consider the needs of the larger society and to put those needs above their own personal needs when required. Students at Calgary Montessori School are encouraged to develop inner discipline and self-control.

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

Measure Category	Measure	Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	5.5	5.4	5.3	Intermediate	Maintained	Acceptable
	High School Completion Rate (3 yr)	55.8	56.6	54.5	Very Low	Improved	Issue
Student Learning Achievement (Grades K-9)	PAT: Acceptable	54.0	51.7	51.9	Very Low	Improved Significantly	Acceptable
	PAT: Excellence	7.4	6.6	6.5	Very Low	Improved Significantly	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	77.2	77.1	76.7	Low	Maintained	Issue
	Diploma: Excellence	11.4	11.0	10.6	Low	Maintained	Issue
	Diploma Exam Participation Rate (4+ Exams)	24.4	24.6	23.6	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	39.1	37.1	35.7	Very Low	Improved Significantly	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	35.0	34.2	33.0	Very Low	Improved	Issue
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a

Notes:1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.10.Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Although no students who self-identify as FNMI are currently enrolled, Calgary Montessori School is committed to cultivating a balanced and respectful relationship between Indigenous knowledge systems and C.M.S. knowledge systems. Montessori's cosmic curriculum offers students a global perspective where the disciplines of culture and history are concerned, and as such, the cosmic curriculum provides students with avenues to better understand and appreciate aboriginal cultures/all cultures

Strategies

- Students will develop their understanding of FNMI history by studying the Social Studies curriculum outlined in Alberta Education's Program of Studies.
- Students will visit the Glenbow Museum to access exhibits on Canadian Aboriginal history and culture (Indigenous Studies School program).
- Administration at C.M.S. will work to ensure teachers are knowledgeable and respectful regarding treaties and agreements with First Nations, Metis and Inuit: the implications of treaties and agreements with First Nations and Metis as well as the history and legacy of residential schools.
- Students and staff will continue to host an Elder (when safe to do so) at two school locations and engage in activities that will deepen their knowledge of aboriginal beliefs, culture and history.
- Students and staff will open official meetings and gatherings with a Treaty 7 Land Acknowledgment declaration to show respect for local First Nations people.
- Teachers will weave FNMI history and culture into the students work in the majority of their activities.

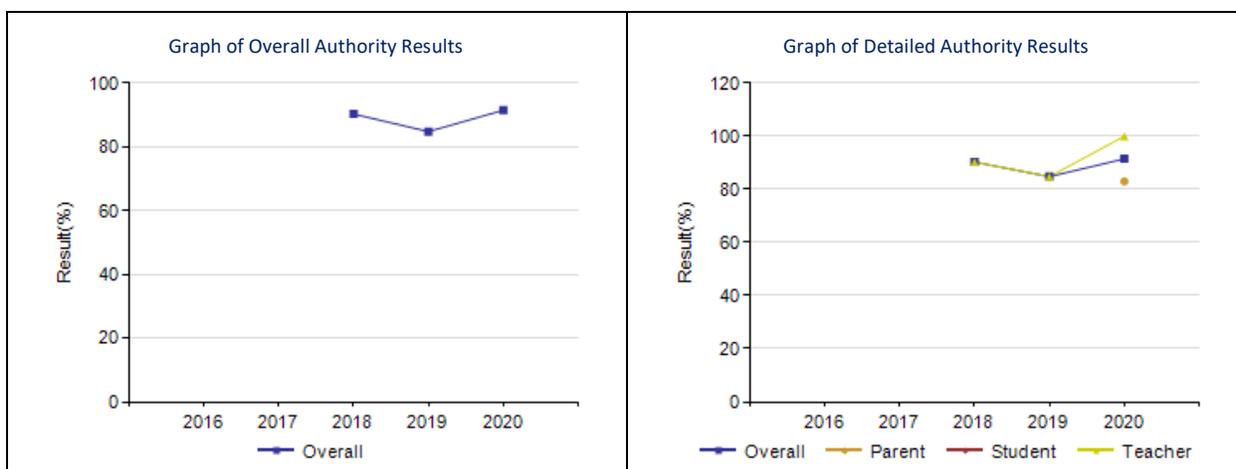
Authorities must develop at least one strategy to improve First Nations, Métis and Inuit student success and ensure all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.

Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	n/a	90.3	84.8	91.5	81.9	81.9	81.8	82.2	82.4
Teacher	n/a	n/a	90.3	84.8	100.0	88.1	88.0	88.4	89.1	89.3
Parent	n/a	n/a	*	*	83.0	80.1	80.1	79.9	80.1	80.1
Student	n/a	n/a	n/a	n/a	n/a	77.5	77.7	77.2	77.4	77.8



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

- The result for this performance measure demonstrates a very high level of success in meeting achievement targets. However, the results of the parent survey indicate that this is an area that needs to be addressed. 33% of parents surveyed were dissatisfied in the areas of Drama and Music.

- Overall levels of teacher satisfaction (Very Satisfied, Satisfied) for the 8 questions included in this performance measure is above 2019 levels.
- Satisfaction levels amongst teachers regarding opportunities that students at C.M.S. have to participate in physical education have increased in the past year from 83% to 100%.

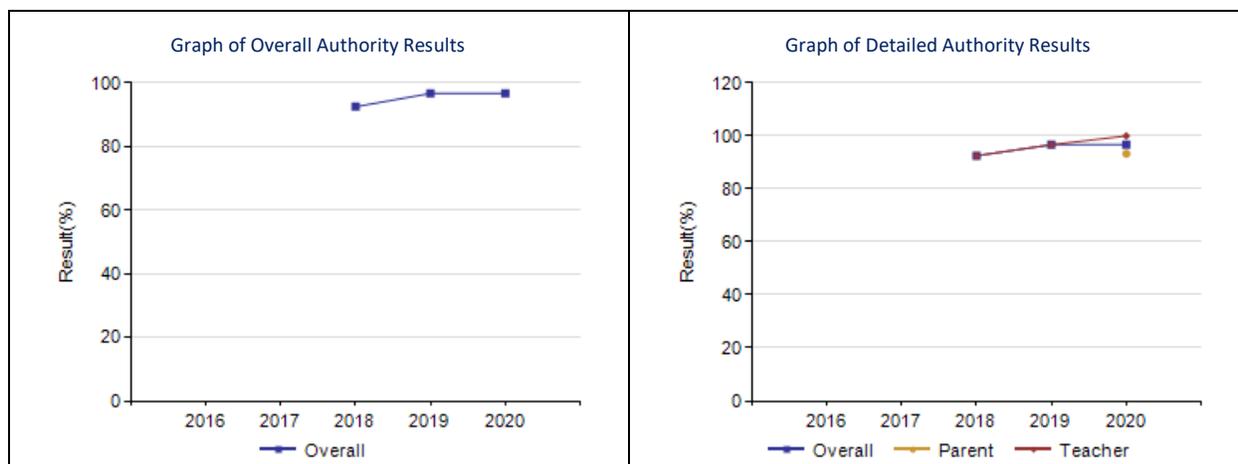
Strategies

- Calgary Montessori School administration is committed to supporting teachers in their classroom planning and professional development. Teacher professional growth plans, long range lesson plans/unit plans are shared and reviewed periodically throughout the school year by the teachers and administration.
- Regular scheduled meetings between C.M.S. administration and staff will focus on ensuring teachers have the resources and supports they need to help their students be successful in the classroom/meet learning outcomes for all subject areas.
- Calgary Montessori School is committed to ensuring students experience a rich and varied program of studies that engages their curiosity and interest.
- Some parents are unaware of the specifics of our physical education and fine arts program. C.M.S intends to hold parent education events (virtually) in order to better inform parents on these specific areas of the curriculum. C.M.S will also inform incoming and prospective parents of the specifics of the physical education and fine arts programs offered at Calgary Montessori School.

Outcome Four: Alberta’s K-12 education system is well governed and managed

1. Parental Involvement – Measure Details

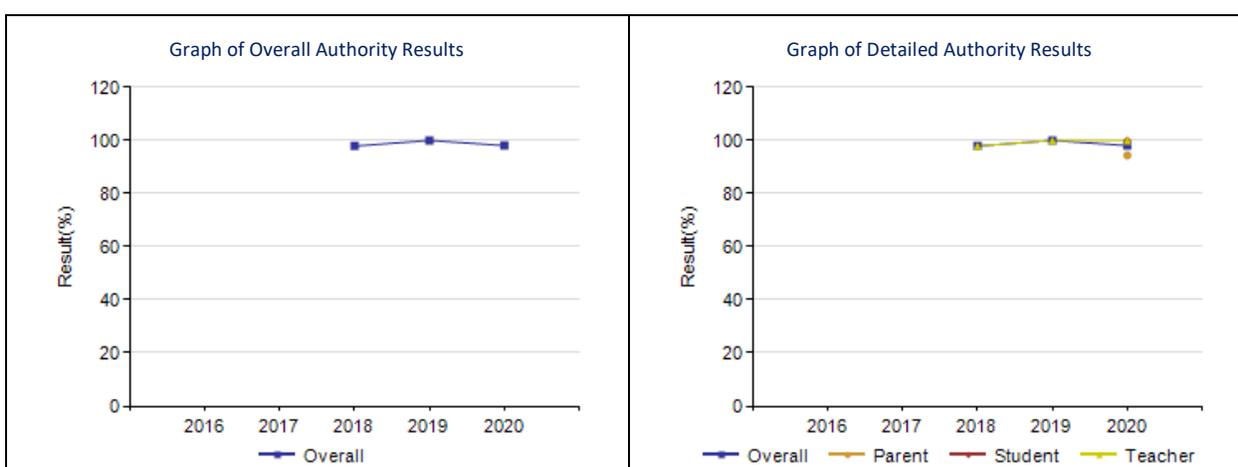
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	n/a	92.5	96.7	96.7	80.9	81.2	81.2	81.3	81.8
Teacher	n/a	n/a	92.5	96.7	100.0	88.4	88.5	88.9	89.0	89.6
Parent	n/a	n/a	*	*	93.3	73.5	73.9	73.4	73.6	73.9



2. Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	n/a	97.9	100.0	98.1	90.1	90.1	90.0	90.2	90.3
Teacher	n/a	n/a	97.9	100.0	100.0	96.0	95.9	95.8	96.1	96.4
Parent	n/a	n/a	*	*	94.4	86.1	86.4	86.0	86.4	86.7
Student	n/a	n/a	n/a	n/a	100.0	88.0	88.1	88.2	88.1	87.8

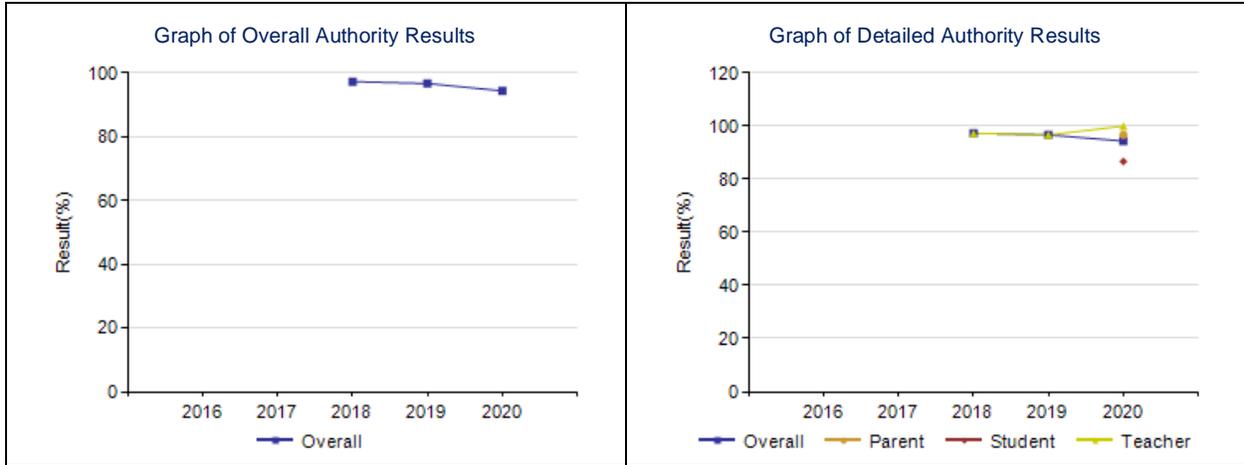


3. Safe and Caring – Measure Details

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.

	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	n/a	97.3	96.7	94.4	89.5	89.5	89.0	89.0	89.4
Teacher	n/a	n/a	97.3	96.7	100.0	95.4	95.3	95.0	95.1	95.3
Parent	n/a	n/a	*	*	96.7	89.8	89.9	89.4	89.7	90.2
Student	n/a	n/a	n/a	n/a	86.7	83.4	83.3	82.5	82.3	82.6

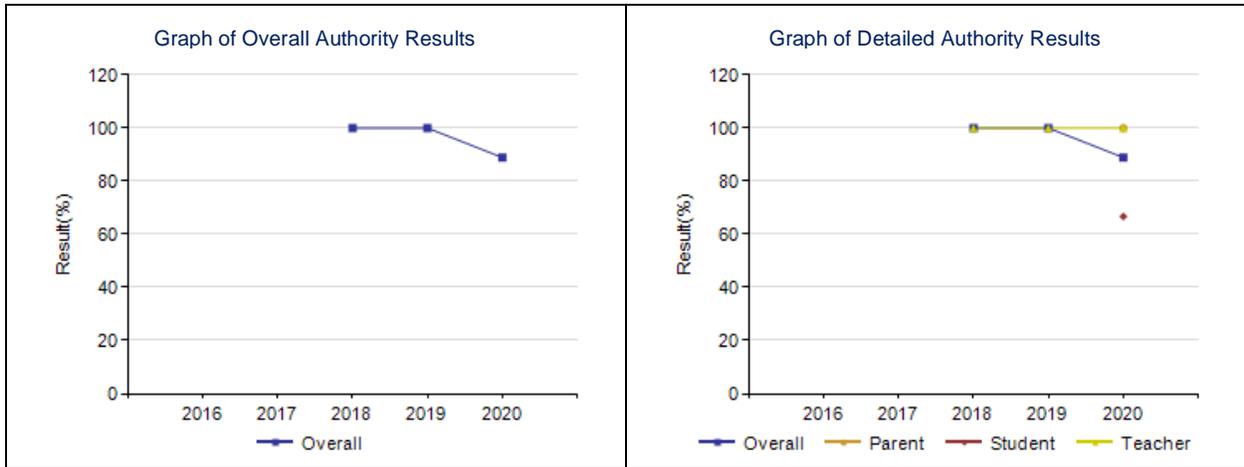
School Authority: The Canadian Montessori School Ltd. (0170)



4. School Improvement – Measure Details

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.

	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	n/a	100.0	100.0	88.9	81.2	81.4	80.3	81.0	81.5
Teacher	n/a	n/a	100.0	100.0	100.0	82.3	82.2	81.5	83.4	85.0
Parent	n/a	n/a	*	*	100.0	79.7	80.8	79.3	80.3	80.0
Student	n/a	n/a	n/a	n/a	66.7	81.5	81.1	80.2	79.4	79.6

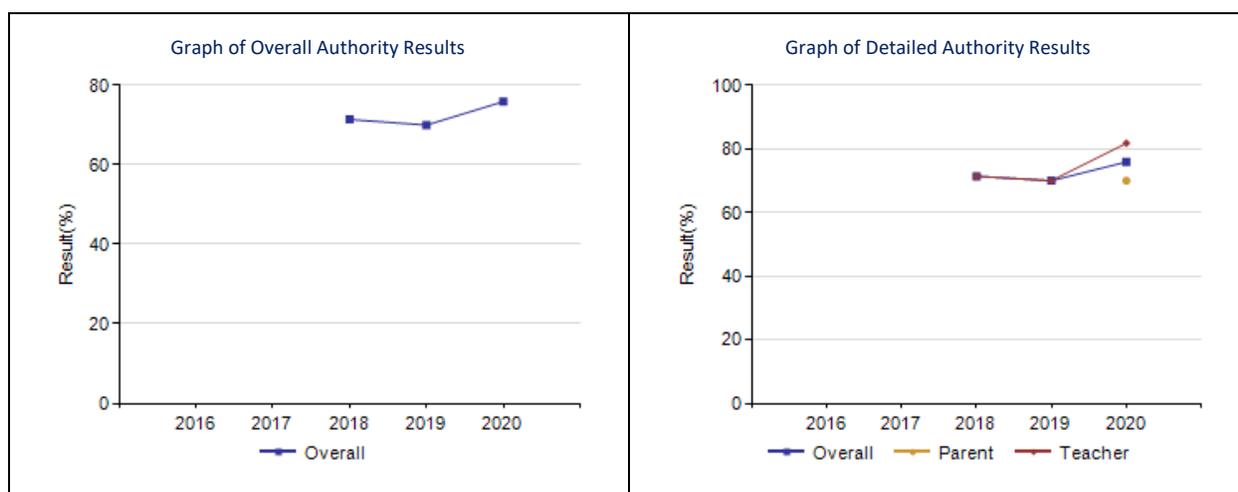


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool

5. Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	n/a	71.4	70.0	75.9	70.7	71.0	70.9	71.4	72.6
Teacher	n/a	n/a	71.4	70.0	81.8	77.3	77.3	77.8	78.8	80.6
Parent	n/a	n/a	*	*	70.0	64.2	64.8	64.0	64.0	64.6



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Results for measures 1 to 4 are in the very high range. Measure 5 has improved significantly over the past two years. Calgary Montessori School is committed to working diligently to ensure satisfaction levels for these measures remain high amongst parents, teachers and students.

Contextual Information:

- Of the 7 teachers that participated, 6 reported feeling very satisfied and 1 was satisfied that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.
- The survey instrument includes questions targeting High School parents, teachers, students. C.M.S. offers K and Elementary grades only. Any C.M.S. responses left blank or marked with a 'Don't Know' for any/all High School related questions impact the overall result, lowering the overall score to the reported 75.9%.
- In Measure 4, 33% of Students surveyed indicated they *Don't Know* if the schools in their jurisdiction have improved or stayed the same in the last three years. This brought the student average down to 66.7%, lowering the total score to 88.9%.

Strategies

A two-fold strategy will be implemented to maintain/improve satisfaction levels for the measures outlined under Outcome Four:

- (a) Improving the lines of communication between school and home regarding what students are being taught and how these skills and attitudes will help children become lifelong learners and
- (b) Creating and giving students opportunities to take the reins on school-based initiatives that interest them and that will help them develop leadership skills, mentorship skills as well as hone the skills necessary to engage collaboratively in group projects.

(a) Improved Communication:

One student-led conference during the school year allowed students to directly showcase their learning and share on-going project work with their parents. Feedback from parents was very positive after this event.

In addition to a student-led conference model, Calgary Montessori School was able to showcase their student's learning through the online schooling model implemented in spring 2020. Teachers were in direct communication with parents daily and many parents worked one on one with their children when needed. This allowed parents to get a detailed look at what their children were working on.

Two face to face (virtually) parent-teacher conferences are scheduled for this 2020-2021 school year. It is hoped this additional opportunity for parents and teachers to meet will give the teachers an additional opportunity to share and discuss student work-portfolios with parents.

(b) School-based Initiatives for developing leadership and mentorship skills

As the number of elementary students at Calgary Montessori School grows, there are more opportunities for the students themselves to organize clubs and events that showcase their interests, passions, leadership abilities and collaborative skills when working on interesting projects.

Students enjoy creating, writing and performing plays for the other classes, working on a class newspaper and play a large role in creating the school yearbook. These types of endeavors help students develop the skills and attitudes needed for lifelong learning.

Summary of Financial Results for 2019-2020

Revenues

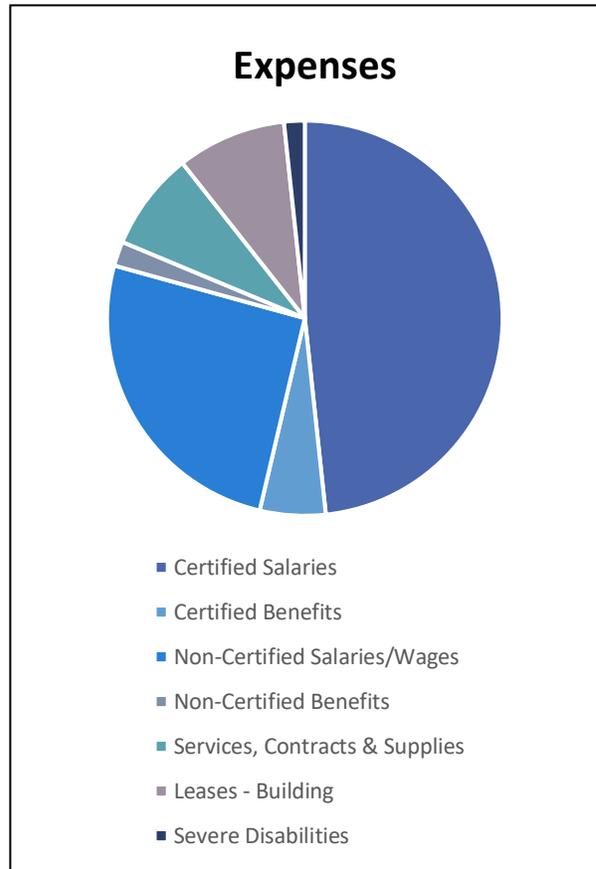
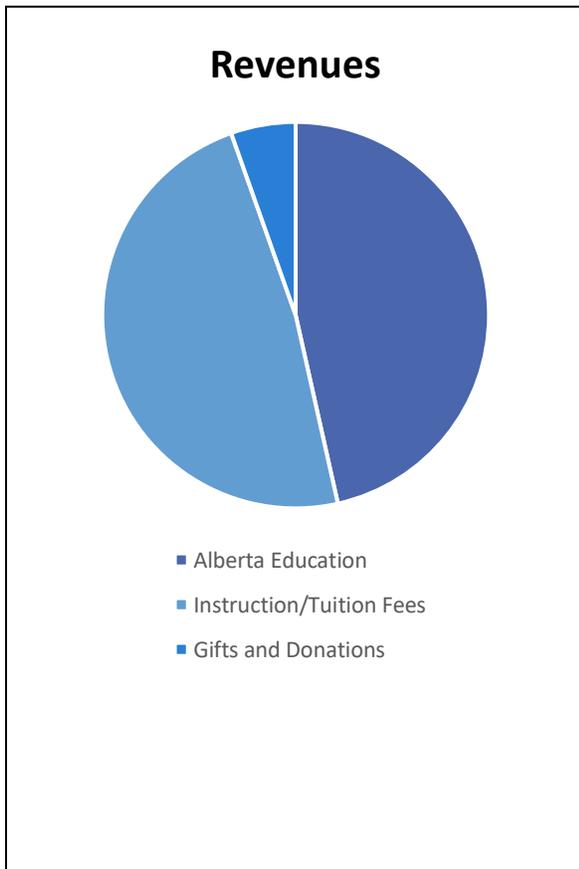
Alberta Education	\$429,228
Instruction/Tuition Fees	\$443,995
Gifts and donations	\$50,000
Gross School Generated Funds	\$9,571

Expenses

Certificated Salaries	\$451,251
Certificated Benefits	\$50,158
Non-Certificated Salaries/Wages	\$249,385
Non-Certificated Benefits	\$18,775
Services, Contracts & Supplies	\$75,492
Leases - Building	\$83,479
Severe Disabilities	\$5,765
Gross School Generated Funds	\$9,571

Total **\$932,794**

Total **\$943,876**



Surplus (Deficit) of revenues over expenses: **(\$11,082)**

Projected Revenues and Expenses for 2020/2021

Revenues

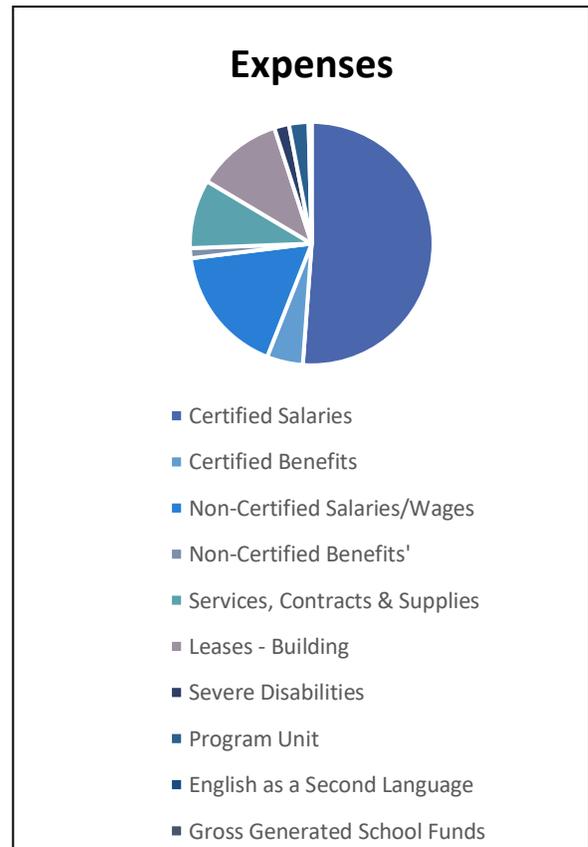
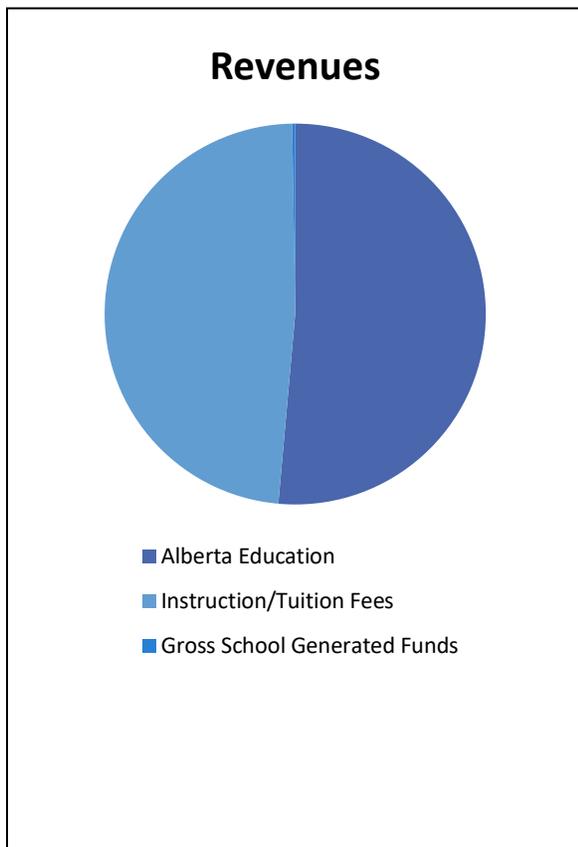
Alberta Education	\$432,483
Instruction/Tuition Fees	\$406,600
Gifts and Donations	\$0
Gross School Generated Funds	\$2,100

Expenses

Certified Salaries	\$429,726
Certified Benefits	\$40,267
Non-Certified Salaries/Wages	\$143,697
Non-Certified Benefits	\$11,225
Services, Contracts & Supplies	\$76,907
Leases – Building	\$96,347
Severe Disabilities/DSEPS	\$16,465
Program Unit	\$21,800
English as a Second Language	\$1,344
Gross Generated School Funds	\$2,100

Total **\$841,183**

Total **\$839,877**



Surplus (Deficit) of revenues over expenses: \$1,306

Timelines and Communication

The Board of Directors of The Canadian Montessori School Ltd. approved C.M.S.'s 2019-2020 AERR and 2020-2023 Three-Year Education Plan during its annual fall meeting. The AERR/Three-Year Education Plan will be submitted to Alberta Education by November 30th, 2020.

The AERR/Three Year Education Plan will be circulated to parents and hard copies will be available at each of the school's three locations. Members of the general public will have access to this document electronically, posted under *Policies and Reports* on Calgary Montessori School's website. www.calgarymontessorischool.com

Whistleblower Protection

The 2013 Public Interest Disclosure (Whistleblower Protection) Regulation requires Alberta School Authorities to include whistleblower disclosures in an annual Combined Three-Year Education Plan and AERR. The Canadian Montessori School Ltd.'s Whistleblower Protection Policy is up to date and there are no disclosures to report at this time.