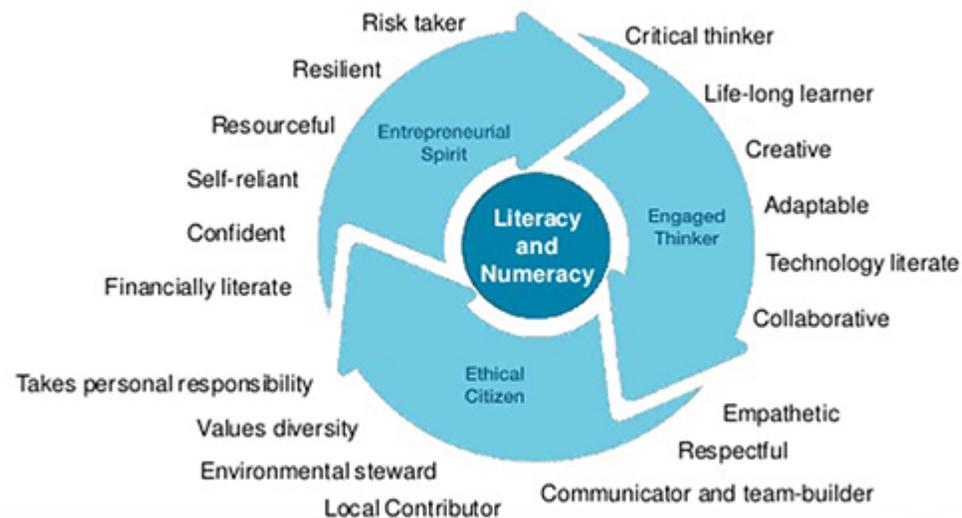
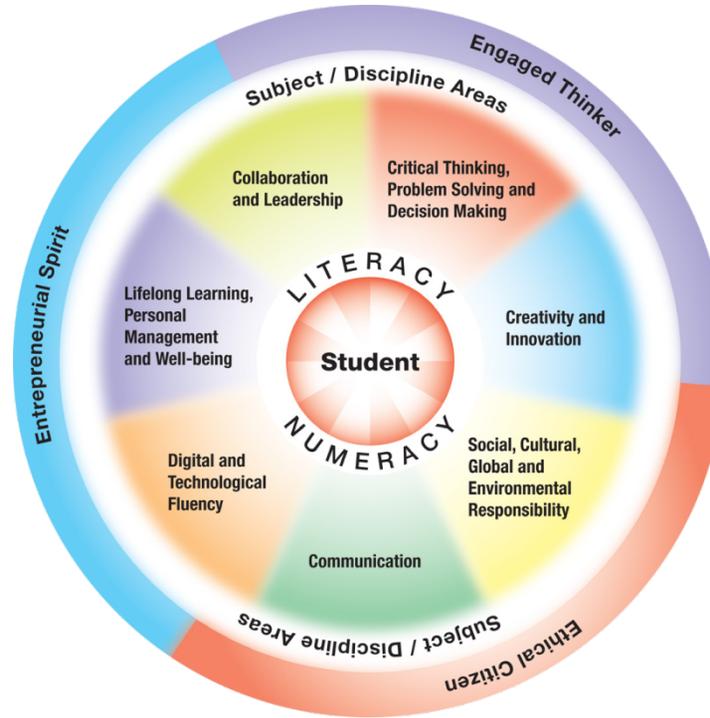


Montessori School of Calgary
Authority 9925
COMBINED THREE YEAR EDUCATION PLAN
2020/2021 to 2022/2023
&
Annual Education Results Report (AERR) 2019/2020

**The Vision of an Educated Albertan:
An Engaged Thinker and Ethical Citizen with an
Entrepreneurial Spirit**



Framework for Student Learning



MONTESSORI SCHOOL OF CALGARY Accountability Statement

The Annual Education Results Report for the 2019/2020 school year and the Education Plan for the three years commencing September 1, 2020 for the Montessori School of Calgary were prepared under the direction of the Board of Directors and are in accordance with the 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 is committed to implementing the strategies contained within the Education Plan to improve student learning and results. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*). The 2019-2020 MSofC school year saw a cohort of only Lower Elementary (grades 1 - 3), as such there were no respondents and this is apparent in the absence of this year’s AERR Results Report. The Board approved this combined Three-Year Education Plan for 2020-2021 & Annual Education Results Report for the 2019/2020 school year on November 30, 2020.

Stephana Bobey-Poulsen, Board Chair

Profile of the School Authority

The Montessori School of Calgary (MSofC) is a not-for-profit independent school offering preschool programs for three and four year old children, as well as kindergarten and elementary programs for grades one through six. Due to both attrition and space limitations, the enrolment and intake into the Upper Elementary program (grades four through six) was temporarily suspended and is being reinstated for September 2021. The program is housed in the former Cliff Bungalow Elementary School at 2201 Cliff Street SW in Calgary. The school has operated since the mid-1980s. In 2015 the Montessori School of Calgary received Canadian registered charitable status.

MSofC has been an Association Montessori Internationale (AMI) accredited Montessori program. Dr. Montessori's son Mario, established the Association Montessori Internationale to train Montessori guides and assistants in Dr. Montessori's philosophy, methods, materials and the Montessori prepared environment. The Montessori School of Calgary staff participate in annual professional development with AMI trainers and every three years the programs are reaccredited through an AMI consultation.

Due to the COVID-19 pandemic, Montessori School of Calgary has experienced lower enrolment than anticipated for the 2020 – 2021 academic year. There are currently 14 kindergarten students cohorted into one primary classroom and 19 elementary students in grades one through three. At the primary level there are 3 classes in total and children are taught by a Montessori guide (Montessori teacher) with AB teacher certification. The lower elementary classroom is led by an AMI Montessori guide who is an AB certificated teacher. All classrooms consist of multi-age groupings in three year spans; three, four and five year old children and six through nine year old children. The kindergarten students attend school all day. In the afternoon the class size in each respective class is twenty or fewer students with a certificated teacher and an additional staff member in each classroom.

Dr. Maria Montessori's learning philosophy along with her standards for the prepared environment and materials that are engineered with built-in control of error for the children to learn from, are the foundational basis of the Montessori approach to education. In addition, the Kindergarten Program Statement and the Alberta Education Program of Studies are fully integrated into the MSofC program.

Montessori education focusses on developing responsibility, independence, resiliency, critical thinking, exploratory learning, collaboration, respect, problem solving, engagement, intrinsic satisfaction and a love of learning for life.

With many MSofC students attending the school from the age of three years old, the skills, vocabulary, knowledge, respect, positive behavior strategies, grace and courtesy they learn often places them well ahead of the traditional educational learning curve.

Foundation Statements

MISSION

The Montessori School of Calgary will provide the best and most authentic Montessori education to students, with committed and competent Montessori-trained and Alberta-certificated educational professionals who adhere to professional standards in an authentic, respectful and collaborative working environment.

VISION

To advance the development of the whole child within an Alberta Education accredited and Association Montessori Internationale (AMI) based community.

VALUES

Trust – Respect – Professionalism – Inclusivity – Accountability – Sustainability

GOALS

- To provide a child-centered holistic approach to education.
- To provide academic opportunities promoting confident, resilient, and responsible character formation.
- To provide a positive and inclusive environment where success of the whole child is supported by committed, confident and caring Montessori trained educators and Alberta certificated teachers.
- To provide an environment that supports the professional development of staff, which in turn supports the growth of the child.
- Within our capacity, to provide a learning environment that is inclusive for children with diverse learning needs.

The Montessori School of Calgary provides a safe environment for all members of the school community to work and learn, free from fear, discrimination and harassment, while also promoting pro-active strategies and establishing guidelines to ensure that diverse students, employees and families are welcomed and included in all aspects of education and school life and are treated with respect and dignity. The staff of Montessori School of Calgary is dedicated to developing a safe, effective learning environment and students are encouraged to take pride in their respective cultures and belief systems and to respect and be tolerant of the beliefs and cultures of others.

About Montessori Education

Dr. Maria Montessori's life's work and legacy has transformed our understanding of children and how they engage with the world around them. Today, Montessori-certified educators called "guides," support the whole child, helping children at all stages of development become capable, independent, collaborative learners.

Through a process of scientific observation, Dr. Montessori designed specialized materials to help children learn core concepts such as addition in mathematics or patterns of language. Today, in carefully prepared learning environments and supported by their guides, children learn abstract ideas and are able to solve problems with materials that prompt self-correction. This exploration of concrete materials allows them to reach a deeper level of understanding and approach the world with deliberate curiosity.

The Montessori curriculum helps build human connections, philanthropy and an understanding that we are all interconnected, and interdependent. Alongside the material, the guides implement the curriculum. Beginning with the great lessons, establishing the framework for all subsequent lessons, children are inspired to learn and explore the world and all its people. This helps to build gratitude and a sense of wonder for all that humankind has discovered and created, and for all that we continue to discover and create.

Montessori believed children needed to have a generous amount of uninterrupted time to work with the materials. In Montessori schools today, this means a three-hour work cycle, allowing for children to ebb and flow through concentrated work, and give enough time for reflection or the opportunity to discover the concepts in the material, or to find new work. During this time the guide gives lessons to individual or small groups of students or makes observations of what work the children are doing which is then used to build lesson planning. Formative assessment occurs daily in a Montessori classroom.

The prepared environment fosters a space where children are empowered to do things for themselves. All items in the environment are scaled to the child's size, including furniture, shelves, utensils, dishware, cleaning tools as well as the Montessori materials. There is no focal center to the classroom as the teacher is not the focus of the children. Rather, the young children interact with the environment, together as one community.

Unlike a traditional classroom where the teacher teaches one lesson to the entire class, in a Montessori classroom the teacher bases lessons on the needs of the individual student. This allows for children in a Montessori classroom to develop further in their areas of weakness through targeted lessons and gives them freedom to continue to build upon their strengths. The students have the choice to work on a project that is of interest, but the guide ensures that all curriculum or learning outcomes are met.

A Montessori classroom intentionally allows for greater collaboration and social learning as an integral component to the learning process. Children in a Montessori classroom are taught how to regulate their own social interactions and experience the freedom to learn how to negotiate, share, mediate, and compromise. The result is a self-regulating classroom, in which natural social tensions are resolved primarily by the children themselves, with the guidance of the Montessori guide.

Another significant difference between a Montessori classroom and a traditional classroom is the multi-age groupings spanning three years. This allows for mentorship and leadership development and opportunities, and for children to be taught in mixed age learning groups, depending on their readiness. The mixed age group allows for younger children to look up to older peers for help and inspiration.

Dr. Montessori recognized the potential within every child. Through her work, children continue to flourish, reaching their highest potentials and find their own place in the world.

Accreditation

As one of only two AMI certified schools in western Canada, Montessori School of Calgary was proud to have the Primary program recognized by the Association Montessori Internationale, an organization founded by Maria Montessori herself. Today, AMI is the steward of the educational approach developed by Montessori 100 years ago.

Staffing – MSofC is committed to a complement of both Montessori and Alberta Teaching Certificated educators. As we continue to grow and respond to ensuring a professional learning community that supports Montessori pedagogy and Alberta Education curricula, we are responding to continuing to balance enrolment and new staff to ensure expertise and quality.

Space and Accessibility – As the school continues to face growing enrolment, a subcommittee of the board is seeking additional space near to the current location to assist with meeting capacity demands and ensure our ability to provide an authentic Montessori prepared classroom.

Ensuring professional development – To ensure currency of knowledge in response to Truth and Reconciliation, as well as to respond effectively to the potential forthcoming K-4 curriculum implementation, we are working to ensure our staff have the opportunity to develop specific competencies. The teaching staff are in the process of developing a draft alignment document outlining Montessori curricula to the Alberta Education curricula to help guide this work and articulate professional development needs.

Accreditation – MSofC is reviewing opportunities for additional accreditation such as Canadian Council of Montessori Administrators and Montessori Accreditation Council for Teacher Education to ensure our guides have met or exceeded internationally recognized standards, and the school operates in accordance with best business, Montessori and Alberta Education practices.

Accomplishments

- Elementary students visited the Glenbow Museum to learn about First Nations, Metis and Inuit people
- Grade 3 students visited Studio Bell Centre
- Shirley Hill from the Niitsitapi Nation did a workshop with K – 3 students and looked at traditions including the origins of the medicine wheel and it's importance in connecting all living things together.
- 99% student retention throughout Spring 2020 school closure (a result of the COVID-19 pandemic)

- All staff and students participated in Orange Shirt Day
- Received significant positive feedback from parents regarding the synchronous lessons and the efficiency of delivery of instruction using the Montessori Detour to Learning online platform (Teams)
- Sustained connection with preschool children and families
- Furloughed staff member engagement: Maggie's Museum day, Music with Ms. Claire, Mr. Eckstein's art classes
- Retention 70% of student applicants and returning student body for 2020 - 2021
- Winner in the 2019-2020 Readers' Choice Awards in the category of Best Preschool in Calgary
- Continued commitment to professional development for all staff including those temporarily laid off:
 - *Kid's These Days: A Game Plan For (Re)Connecting With Those We Teach, Lead and Love* (Jody Carrington) book study
 - 2019 Calgary Beginning Teachers Conference – The Alberta Teachers' Association (ATA)
 - Montessori School of Calgary Teacher Professional Growth Plan (TPGP) Workshop
 - Association of Independent Schools and Colleges in Alberta (AISCA) New Teachers Workshop
 - Autism Calgary presentation by Anne Morgan
 - Alberta Teacher's Association (ATA) – Calgary City Teachers Convention
 - Mindfulness in Action for Children webinar Montessori Northwest (MNW) by Michelle Becka
 - How to Connect with Kids These Days: Online Course, Jody Carrington (Summer 2020)
 - AMI Assistant course online, Montessori North West, Portland OR (Summer 2020)
 - Ceridian Payroll courses (Summer 2020)
- Successful completion of evaluations contributing to an ECS teacher completing the process of permanent teaching certification through AISCA Teacher Evaluation program

- All students contributing to a GREENER school via: (recycling, composting, waste-less lunches) **new recycling for Art and school supplies, snack wrappers etc.**
- Strengthening of positive working relationships within school/workplace culture and evidenced participation and commitment to embracing the **MSofC Group Agreement.**
- Active engagement with parent community through strong attendance and involvement at Parent Advisory Committee (PAC) meetings and whole school sponsored events, Fall Fair and Winter Carnival
- **Enrolment for the 3 & 4 year-old primary students significantly increased and in 2019-2020 MSofC opened a third primary classroom**
- The administration strategically authored and implemented multiple new policies, guiding principles and guidelines in response to the COVID-19 pandemic (Pandemic Response Plan, MSofC Continuity of Learning Online Policy, Acceptable Use of Technology and Digital Citizenship, Handbook for Re-Entry Scenario 1, 2 and 3 including – Health Guidelines, Mask Wearing, Hygiene and Sanitization protocols, Physical Distancing, Shared Spaces and Playground Usage, Facility Cleaning and Personal Protective Equipment and Specialized Supports for Students).
- Procured appropriate Personal Protective Equipment for staff and students
- Ensured construction of an Infirmary Room, additional equipment including humidifiers to support existing ultra violet Odorox air purification units on HVAC system
- Additional staff member (1.0 FTE) – daytime Custodian for health protocols and increased sanitizing

Accountability Pillar Overall Summary

3-Year Plan - May 2020

School: 0254 Montessori School of Calgary

Measure Category	Measure	Montessori School of Calgary			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	n/a	n/a	92.0	89.4	89.0	89.2	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	94.4	82.4	82.2	82.0	n/a	n/a	n/a
	Education Quality	n/a	n/a	100.0	90.3	90.2	90.1	n/a	n/a	n/a
	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	*	100.0	100.0	73.8	73.6	73.6	*	*	*
	PAT: Excellence	*	37.5	37.5	20.6	19.9	19.6	*	*	*
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	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	n/a	n/a	100.0	84.1	83.0	82.7	n/a	n/a	n/a
	Citizenship	n/a	n/a	85.9	83.3	82.9	83.2	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	95.6	81.8	81.3	81.2	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	90.6	81.5	81.0	80.9	n/a	n/a	n/a

Combined 2019 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Private Schools)

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.

**Accountability Pillar Overall Summary Source
Data Reference
3-Year Plan - May 2020
Authority: 9925 Montessori School of Calgary**

Measure Category	Measure	Current Result	Previous Year Result	Previous 3 Year Average	Data Updated
Safe and Caring Schools	Safe and Caring	2019/2020	2018/2019	School Years 2016/2017, 2017/2018, 2018/2019	Mar 29, 2020
Student Learning Opportunities	Program of Studies	2019/2020	2018/2019	School Years 2016/2017, 2017/2018, 2018/2019	Mar 29, 2020
	Education Quality	2019/2020	2018/2019	School Years 2016/2017, 2017/2018, 2018/2019	Mar 29, 2020
	Drop Out Rate	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Mar 01, 2020
	High School Completion Rate (3 yr)	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Mar 01, 2020
Student Learning Achievement (Grades K-9)	PAT: Acceptable	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Aug 23, 2019
	PAT: Excellence	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Aug 23, 2019
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Aug 23, 2019
	Diploma: Excellence	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Aug 23, 2019
	Diploma Exam Participation Rate (4+ Exams)	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Mar 01, 2020
	Rutherford Scholarship Eligibility Rate	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Mar 01, 2020
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Mar 01, 2020
	Work Preparation	2019/2020	2018/2019	School Years 2016/2017, 2017/2018, 2018/2019	Mar 29, 2020
	Citizenship	2019/2020	2018/2019	School Years 2016/2017, 2017/2018, 2018/2019	Mar 29, 2020
Parental Involvement	Parental Involvement	2019/2020	2018/2019	School Years 2016/2017, 2017/2018, 2018/2019	Mar 29, 2020
Continuous Improvement	School Improvement	2019/2020	2018/2019	School Years 2016/2017, 2017/2018, 2018/2019	Mar 29, 2020
ACOL Measure	Satisfaction with Program Access	2019/2020	2018/2019	School Years 2016/2017, 2017/2018, 2018/2019	Mar 29, 2020
	In-service jurisdiction Needs	2019/2020	2018/2019	School Years 2016/2017, 2017/2018, 2018/2019	Mar 29, 2020

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the three-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 five 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 five 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

Montessori School of Calgary Parent Survey February 2021:

In preparation for a 5 Year plan to be prepared in the spring of 2021 as a part of the new accountability measures, Montessori School of Calgary is preparing a parent survey to implement as a part of our yearly school evaluation and planning process. The survey will provide parents, external stakeholders (local community members of the Cliff Bungalow Mission Community Association), the MSofC Board of Directors, teachers and students with an opportunity to provide feedback on their MSofC experience. The online survey will guide parents through questions asking them to respond on a scaled rating system from strongly agree to disagree.

The survey is intended to explore outcomes in the areas of student success, teaching and leadership excellence and strong governance with a focus on safe and caring schools, student learning opportunities, achievement, preparation for lifelong learning and citizenship as well as parental involvement and areas for improvement.

Our administrative goal is to see a 60% response rate and along with our Board of Director's, the leadership team is committed to determining opportunities for growth and areas of success in order to focusing on improvement and continued strengths.

In the absence of data due to not having any families that met the criteria for the provincially distributed survey, MSofC provides the following comments on former year's evaluations and strategies implemented.

Outcome One: Alberta's students are successful

The Montessori School of Calgary program is based on educating the whole child in a warm, caring and supportive environment which includes meeting their emotional, social, physical and academic needs.
Strategy Continue directing educational focus and goals emphasising early literacy and numeracy through advance tracking of student learning in order to assist with informing future instruction.
Successes <ul style="list-style-type: none">• A new "Be Our Guest" program was implemented to better enlighten and familiarize existing families on the benefits of a Montessori educational experience with the intention of retaining a greater number of elementary students.

- Two full-time Educational Assistants complement the progressive learning supports to better support learners and realize less attrition overall.
- Successful use of Transparent Classroom – software with the ability to track lessons and record formative and summative assessments as well as other relevant student progress. This is the primary communication tool with families including the shift to online report cards for the 2020-2021 school year.
- Standardized assessments are completed annually (Early Years Evaluation, Fountas and Pinnell reading assessment, Student Learning Assessments (SLAs) for grade 3).
- A third primary classroom was established in 2019-2020 in order to increase enrolment at the primary level with the goal of establishing a foundational cohort of students to better realize stronger enrolment numbers in the elementary program.

Strategy

The Montessori curriculum helps build human connections, philanthropy and an understanding that we are all interconnected and interdependent. Students are inspired to learn and explore the world and all its people. This helps to build gratitude and a sense of wonder for all that humankind has discovered and created, and for all that we continue to discover and create. In the broader vision of Montessori is an emphasis on peace education – peace from the unity of inner peace and peace with others.

Successes

- Continuing to provide opportunities for community service and extend learning beyond the classroom including online connections with the Fountains of Mission seniors residence.
- Due to the COVID-19 pandemic, implementation of multiple new opportunities to evolve grace and courtesy lessons integral to the Montessori approach (elimination of the daily greeting with a handshake and instead, employing successful practice of placing a hand over the heart and nodding with eye contact when possible).
- An emphasis has been placed on fostering critical thinking through targeted lessons with the freedom to continue to build upon individual strengths while ensuring that all curriculum or learning outcomes are met.
- A third primary classroom was established in 2019-2020 in order to increase enrolment at the primary level with the goal of establishing a foundational cohort of students to better realize stronger enrolment numbers in the elementary program.

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

Montessori School of Calgary has one self-identified FNMI student attending the pre-school program. All students follow the Montessori cosmic curriculum which focuses on the interconnectedness of all the earth's people and elements. This approach represents a global perspective in all subject areas. This holistic approach and appreciation for all cultures provides students with opportunities to understand Indigenous cultures. At MSofC, students and families are embraced and respected for all cultural backgrounds. Diversity, along with the individuality of the child, are celebrated daily. The Montessori School of Calgary is comprised of people from a multitude of nations, cultures, religious backgrounds and sexual orientation. The school strives to have all staff and students feel similarly significant and appreciated. MSofC encourages every student to take pride in their own culture and belief system and to respect and be tolerant of the beliefs and cultures of others.

Strategy

Prepare and include within the academic plan, a blueprint to specifically support Indigenous learners upon enrolment.

Successes

- Elementary students visited the Glenbow museum to discover more about First Nations, Metis and Inuit people in a small class setting highlighting the buffalo jump/the origins of fine bone china (the European's stole the buffalo bones to make fine bone china). They also learned about appropriation and the loss of land and resources within the Indigenous communities.
- MSofC enhanced the library collection of FNMI books for student use and class research.
- Staff participated in professional development opportunities through the Regional Consortium to further understand the systemic issues that Indigenous groups face due to colonization — which have caused intergenerational trauma/violence within families today. This and a supportive connection at a local Treaty 7 reserve school is assisting teachers/staff with recognizing their history and facilitating lessons in a culturally appropriate way.
- Teachers ensure the use of Indigenous authors in the classroom (books, videos...etc.) — to help our Indigenous students see themselves and their culture in literature/media in a positive, successful and culturally appropriate way. Students in the Lower Elementary program are exposed to an in depth examination of Indigenous communities and their cultures with the content being enriched as children progress through the grade level curriculum.

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

The academic programming provides a comprehensive and diverse curricular program with a daily active living component, physical education and enriched learning opportunities including French as a Second Language, visiting Artist-in-residence and Music instruction, as well as self-guided research that includes the use of technology.

Strategy

MSofC is committed to ensuring students experience a rich and varied program of studies that engages curiosity and the students' interests. The children are continually challenged and engaged in their learning.

Successes

- Regular weekly staff meetings establish an opportunity to dialogue, plan and ensure successful implementation of opportunities to extend the learning experience for all students. In addition, individual, one-on-one formal meetings are conducted three times per year. These meetings include the development of a Teacher Personal Growth Plan (TPGP) in early Fall which is followed up and reviewed before the end of the school year.
- All teaching faculty demonstrate the Alberta Teaching Quality Standard and professional expectations are reviewed annually with support and coaching offered from senior leadership as necessary.
- The Montessori School of Calgary administration is committed to supporting all staff in their classroom planning and personal professional development. The administration ensures access to resources and supports required to weave enriched disciplines and subject areas through cross-curricular Montessori lessons. The following are a list of the professional development activities undertaken in the 2019-2020 school year:
 - *Kid's These Days: A Game Plan For (Re)Connecting With Those We Teach, Lead and Love* (Jody Carrington) book study
 - 2019 Calgary Beginning Teachers Conference – The Alberta Teachers' Association (ATA)
 - Montessori School of Calgary Teacher Professional Growth Plan (TPGP) Workshop
 - Association of Independent Schools and Colleges in Alberta (AISCA) New Teachers Workshop
 - Autism Calgary presentation by Anne Morgan
 - Alberta Teacher's Association (ATA) – Calgary City Teachers Convention
 - Mindfulness in Action for Children webinar Montessori Northwest (MNW) by Michelle Becka
 - How to Connect with Kids These Days: Online Course, Jody Carrington (Summer 2020)
 - AMI Assistant course online, Montessori North West, Portland OR (Summer 2020)

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

The Board ensures long-term sustainability and the administration examines policies and procedures that elevate best-practice in all areas including health and safety, technology, regulatory requirements and professional development. MSofC moved from an individual-steward business model to a broader governance model in April 2016, and the school introduced a Board of Directors comprised of diverse representation including alumni, as well as parents and community members at large committed to Montessori education. In addition, the Head of School has a non-voting position on the MSofC Board. The Montessori School of Calgary practices the principles set out by the Association Montessori Internationale (AMI).

Strategy

The Montessori School of Calgary will continue to demonstrate strong governance and ensure accountability in delivering a high quality Montessori education for all learners. This includes striving to maintain strong partnerships with families and stakeholders by sharing Board information through the Parent Advisory Committee (PAC), electronic newsletters, weekly email announcements and regular parent meetings/presentations and community events.

Successes

- The Board of Directors meets monthly throughout the school year to guide and support the Head of School and ensure the financial sustainability of the school. Board members are also in communication via email and online platforms to review and approve policy change and make recommendations on higher level administrative priorities.
- Through a culture of embracing diversity, MSofC teaching faculty and administration create a sense of belonging and safety for all learners and their families. Proper safety security and supervision practices are followed at all times. This is especially applicable with the required adherence to the MSofC COVID-19 Re-Entry Handbook that was authored in Summer 2020.
- Policies and procedures are in place relating to school safety, health and safety, student code of conduct and an inclusive learning environment.

SUMMARY OF FINANCIAL RESULTS

Summary of Financial Results 2019/2020

	Amount	Contextual Information
Revenue Summary		
Alberta Education	\$ 307,420	31 Students (ECS – Gr. 6)
Tuition	\$ 324,199	55 Preschool Students
Non-Instructional Fees	\$ 436,416	
Other	\$ 116,730	Donation, interest and other
Total Revenue	\$1,184,765	
Expense Summary		
Salaries and Benefits	\$ 699,431	
Services, contracts and supplies	\$ 223,710	
Amortization	\$ 37,919	
Other	\$ 87,522	
Total Expense	\$1,048,582	
Total Revenue Less Expense	\$ 136,183	

BUDGET SUMMARY 2019/2020

Budget Summary 2020/2021

		Amount	Contextual Information
Revenue Summary			
	Alberta Education	\$ 349,625	36 Students (ECS – Gr. 3)
	Tuition	\$1,134,274	47 Preschool Students
	Non-Instructional Fees	\$ 33,600	
	Other	\$ 36,300	Donation, interest and other
Total Revenue		\$1,553,799	
		Budget Amount	Contextual Information
Expense Summary			
	Salaries and Benefits	\$ 823,636	
	Services, contracts and supplies	\$ 241,762	
	Amortization	\$ 38,000	
	Leases and Other	\$ 95,782	
Total Expense		\$1,199,180	
Total Revenue Less Expense		\$ 354,619	

Summary of Facility and Capital Plans

MSofC consults with the City of Calgary and the Cliff Bungalow Community Association to propose improvements to the existing historical building. These efforts are undertaken in a careful and methodical manner to ensure that all stakeholders are in agreement with the school's proposed physical changes and further development to the building. Plans through the parent sub-committee of the Board, are evolving to further accommodate growth and expansion of the MSofC programs.

Parental Involvement

Parent members of the MSofC Board of Directors as well as the Parent Advisory Committee (PAC) contribute in budget approval, long range planning and special events planning.

There is continued sharing of information between all stakeholders at MSofC including the administration, guides/teachers and assistants, the Board of Directors, parents, students, alumni and prospective families.

Parent Advisory Committee (PAC) Involvement

Information about plans, goals, outcomes and programs at MSofC is shared regularly during monthly PAC executive and full committee meetings. Both the Principal and an additional certificated teaching staff member serve on this committee. An administrative report as well as a curriculum and student activity report are provided at the monthly PAC meeting. Through an electronic newsletter, classroom communication, website, online discussion pages, parent information meetings/presentations, parent education evenings as well as informal and ongoing communication, information is continually shared/discussed throughout the school year.

PAC is further provided information by the administration regarding the direction the school is taking. This includes the Provincial Achievement test results, Inspiring Education; including the 3Es – Engaged Thinker, Ethical Citizen, Entrepreneurial Spirit, professional development plans, budget implications and new initiatives. Parent questions are answered verbally and/or in print form. Feedback is encouraged and is addressed in a timely manner with monthly Minutes of the Meeting posted within the Parent Portal (MyMSofC) on the school website.

Timelines and Communication

The MSofC Board of Directors approved the school's Three Year Education Plan on November 30, 2020. It was submitted to Alberta Education and posted on the school's website the same day.

The Three Year Education Plan/AERR is available to parents and to members of the public by accessing the school's website.

Whistleblower Protection

The 2013 Public Interest Disclosure (Whistleblower Protection) Regulation requires Alberta School Authorities include whistleblower disclosures in an annual Combined Three Year Education Plan and AERR. There are no disclosures to report.