

2201 Cliff Street SW
Calgary, Alberta T2S 2G4

(403) 229-1011

info@msofc.ca

School Authority 9925
Montessori School of Calgary
Annual Education Results
Report (AERR) 2020/2021

Accountability Statement

The Annual Education Results Report for Montessori School of Calgary for the 2020/2021 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2020/2021 was approved by the Board on November 29, 2021.

A handwritten signature in blue ink, reading "Stephana Bobey-Poulsen". The signature is written in a cursive style with a large initial 'S'.

Stephana Bobey-Poulsen, Board Chair

Public Interest Disclosure (*Whistleblower Protection*) Act

In the 2020/2021 school year, there were no disclosures to report under the terms of the Public Interest Disclosure (*Whistleblower Protection*) Act.



Local & Societal Context

Foundation Statements

Vision

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

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.

Values

Trust. Respect. Accountability. Professionalism. Inclusivity. 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.

Contextual Information

Montessori School of Calgary (MSofC) offers programs spanning preschool (age 3 and 4) to Grade 6. MSofC maintains Association Montessori Internationale (AMI) and Government of Alberta accreditation as an independent school. The Alberta Program of Studies is followed within the AMI Montessori principles. In the 2020/2021 school year, there were 85 students in preschool to Grade 3 and 15 full- and part-time staff.

The Upper Elementary (Grades 4-6) program was temporarily suspended from September 2019-September 2021 due to both attrition and space limitations, and this is apparent in the absence of the typical Grade 4 family/student responses to the Alberta Education Assurance survey for 2019/2020 and 2020/2021. 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. The Upper Elementary program has been reinstated as of September 2021 and MSofC is exploring the acquisition of additional space to support continued enrolment growth.

Sitting on Treaty 7 Territory, Montessori School of Calgary has operated in the historic Cliff Bungalow Elementary School building for over 30 years. Many of MSofC's student population reside in the nearby communities of Cliff Bungalow, Mission, Elbow Park, Erlton, Parkhill-Stanley Park and Mount Royal. The building is also home to the Cliff Bungalow-Mission Community Association, which Montessori School of Calgary maintains a favourable working relationship with.

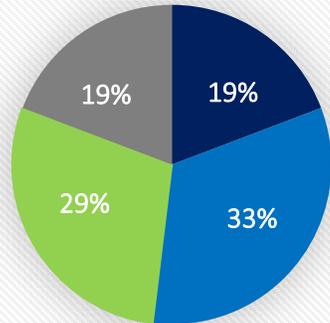
In the absence of Alberta Education Assurance respondents in 2020/2021, Montessori School of Calgary conducted a local survey, the Montessori School of Calgary Assurance Survey, providing relevant results which have informed this AERR and MSofC's 3-Year Education Plan 2021/2022 – 2023/2024. As the survey questions were newly developed, the results for the 2020/2021 school year are not comparable to survey results from previous school years. The Montessori School of Calgary Assurance Survey was conducted online from April 27 to May 3, 2021.

Impacts of COVID-19 Pandemic

Guidelines and restrictions were in place throughout the 2020/2021 year that had significant impacts on the school year and in daily life. Students shifted to online instructional learning from home in January and May 2021. Family-centric events traditionally enjoyed at MSofC, such as Fall Fair, Winter Carnival, and Be Our Guest days, were shifted to include students and staff only. School visitors and going outs, such as field trips, were restricted throughout the school year. The broad scope of these restrictions may have impacted how survey respondents reported on perceived experiences such as parent involvement and quality of education.

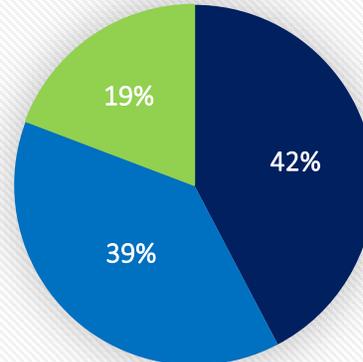
Local Measures

How familiar were you with the Montessori pedagogy/methods prior to enrolment at MSofC?



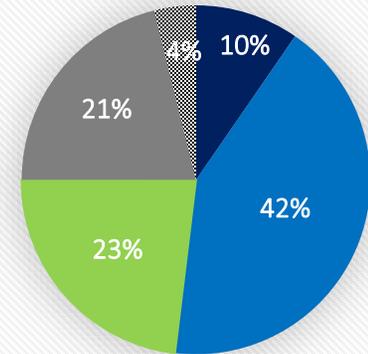
Very Familiar Familiar
Somewhat Familiar Not At All Familiar

How familiar are you with the Montessori pedagogy/methods now, after attending MSofC?



Very Familiar Familiar Somewhat Familiar

Do you feel MSofC could improve parent education offerings about Montessori?



Strongly Agree Agree
Disagree Strongly Disagree
Don't Know N/A

Parent comment:

"I am a firm believer that pursuing a Montessori certified education has benefited all three of my children and truly wish this was a program more broadly available for more students."

Commentary on Results

In the 2020/2021 school year, opportunities for parent education were limited due to gathering restrictions. Montessori School of Calgary hosted an online webinar, "Discover Montessori: Ask Me Anything!" in February 2021 that was attended by approximately 30 families. Results from the Montessori School of Calgary Assurance Survey indicated that 52% of respondents were in favour of improved parent education offerings about the Montessori pedagogy. In response to results and the widespread impacts of the COVID-19 pandemic, MSofC is committed to rebuilding parent engagement and a sense of community as one of four identified outcomes in the 3-Year Education Plan, 2021/2022 – 2023/2024.

Achievements 2020-2021

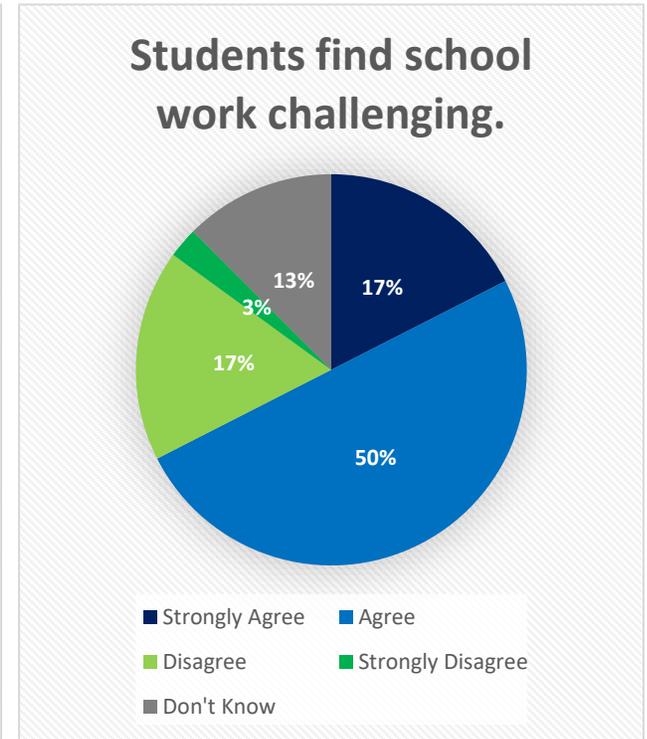
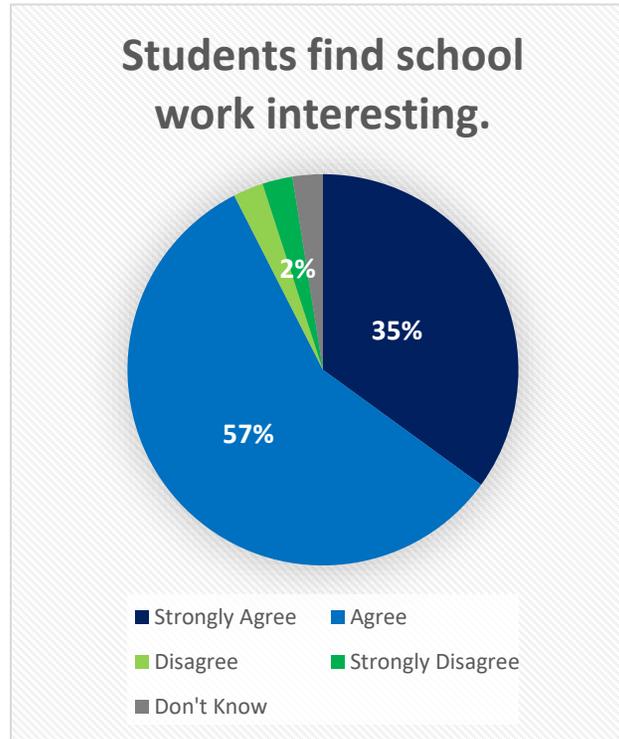
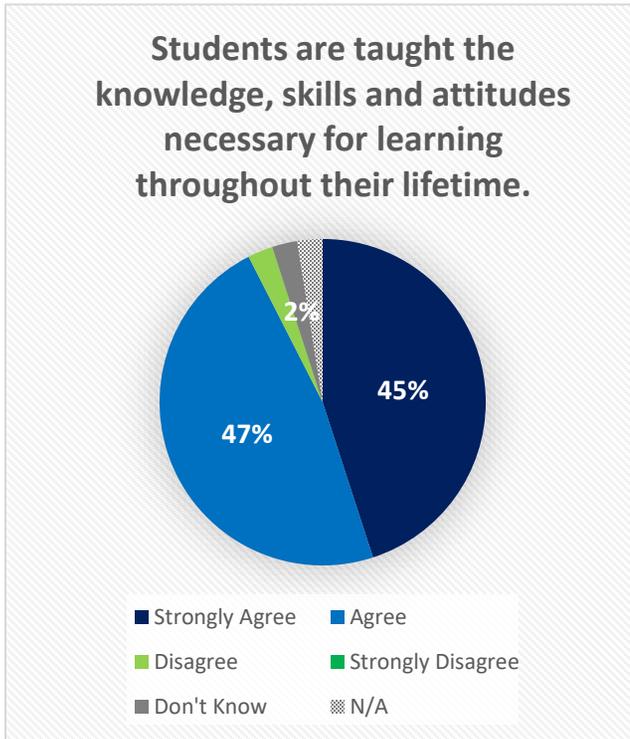
- Increased support for diverse learners and inclusive education through the addition of an educational assistant to each classroom
- Authored a detailed framework and guidance document - COVID Re-Entry Handbook for Staff and Families
- Designed a successful relaunch plan for the 2020-2021 school year including HVAC upgrades
- Staff and students participated in the 40th Anniversary Terry Fox Run
- Staff and students recognized and participated in Orange Shirt Day
- Parent Advisory Committee (PAC)-sponsored events, Fall Fair and Winter Carnival, successfully planned and coordinated by PAC and supervised by MSofC staff in the absence of parent volunteers due to gathering restrictions
- Whole school holiday music performance successfully adapted to classroom cohorts and gathering restrictions; performances were shared with parents via recorded videos and with residents at Fountains of Mission Retirement Residence via teleconferencing
- Strong attendance and engagement at parent education night *Discover Montessori: Ask Me Anything!*
- Commitment to professional development for staff:
 - Mindfulness in Action for Children (Montessori Northwest, April 2020)
 - Positive Language: Speaking to Children in Ways that Foster Relationships and Encourage Cooperation (Montessori Northwest, October 2020)
 - 2020 Annual Children's Mental Health Conference (Institute of Child Psychology, November 2020)
 - AMI Montessori Music Workshop (Montessori School of Calgary, Fall 2020)
 - AMI 3-6 Orientation Course (Montessori Northwest, Winter 2021)
 - AMI Refresher Course (The Foundation for Montessori Education, February 2021)
 - Better, Together: Building Relationships AISCA Teachers Convention (AISCA, February 2021)
 - Supporting Emerging Phonetic Readers Webinar (March 2021)
 - Challenging Behaviours in Youth Virtual Workshop (Crisis and Trauma Research Institute, April 2021)
 - Book Study: *Talk Sex Today: What Kids Need to Know and How Adults Can Teach Them* by Saleema Noon
 - AISCA AGM and Spring Leadership Day (AISCA, May 2021)
 - AMI Blended Primary (3-6) Diploma Program (Montessori Northwest, August 2021 – July 2022)
- PAC-sponsored initiative acquired a variety of new percussion instruments bolstering MSofC's music programming
- PAC-sponsored initiative acquired new sports and outdoor equipment

- Primary classrooms delivered handmade bracelets to the residents at Fountains of Mission Retirement Residence
- Administration shifted registration and re-enrolment processes to online
- Administration shifted student assessment and reporting procedures online; term report cards were sent to parents electronically through the Transparent Classroom platform
- *Discover MSofC* video created and highlighted on school website as both a marketing tool and alternative to in-person tours during the pandemic
- Facilitated by a parent volunteer, administration pursued a systemic review of enrolment strategies and analysis of brand awareness to seek a well-balanced enrolment composition ensuring sustainability of future programming
- Strong 2021/2022 enrolment numbers (3 full primary classes and additional wait list as of April 2021, growth in lower elementary numbers, reinstatement of upper elementary Grade 4 due to retention of current students)
- Administration received positive feedback regarding response to the COVID-19 pandemic through open dialogue and written communication with families, and strong results from the Montessori School of Calgary Assurance Survey:
 - When asked whether Montessori School of Calgary's administration had successfully responded to the challenges of the COVID-19 pandemic, 96% of respondents indicated that they agreed or strongly agreed (68% strongly agreed, 28% agreed)
 - When asked whether their child is provided with the appropriate level of COVID-19 supports at school, 96% of respondents indicated that they agreed or strongly agreed (60% strongly agreed, 36% agreed)
 - Parent comments:
 - "The leadership and readiness to navigate the changing rules and guidelines for Covid-19 really distinguished MSofC from other Montessori schools in Calgary. We felt safe attending MSofC during the pandemic because of the outstanding policies, and communication. Our heartfelt thanks for being a beacon through this storm."
 - "MSofC has done a stellar job in handling the situation with Covid this year. Always ahead of the game in terms of communication and I feel my child is much safer attending this school than a public school. Teachers have done a fantastic job of 'normalizing' an abnormal situation for the little ones. My child is always happy to go to school and has learned so much. Well done MSofC!"
- When required, seamlessly transitioned to synchronous lessons and effective delivery of instruction using Montessori Detour to Learning online platform (Microsoft Teams)
- Successfully continued a working relationship with community organizations and stakeholders including: WeeVolve Occupational Therapy, Cochrane Speech-Language Therapy Center, Child Psychologist – Dr. McCallum, Connect Behaviour Therapy, and The Reading Foundation despite COVID-19 challenges and restrictions
- Annual Holiday Giving Campaign 2020 raised a total of \$28,672



Student Growth & Achievement

Local Measures



Commentary on Results and Key Insights

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 focuses on developing responsibility, independence, resiliency, critical thinking, exploratory learning, collaboration, respect, problem solving, engagement, intrinsic satisfaction and a love of learning for life. These pillars help to instill in our students the ability to become engaged thinkers and ethical citizens with an entrepreneurial spirit.

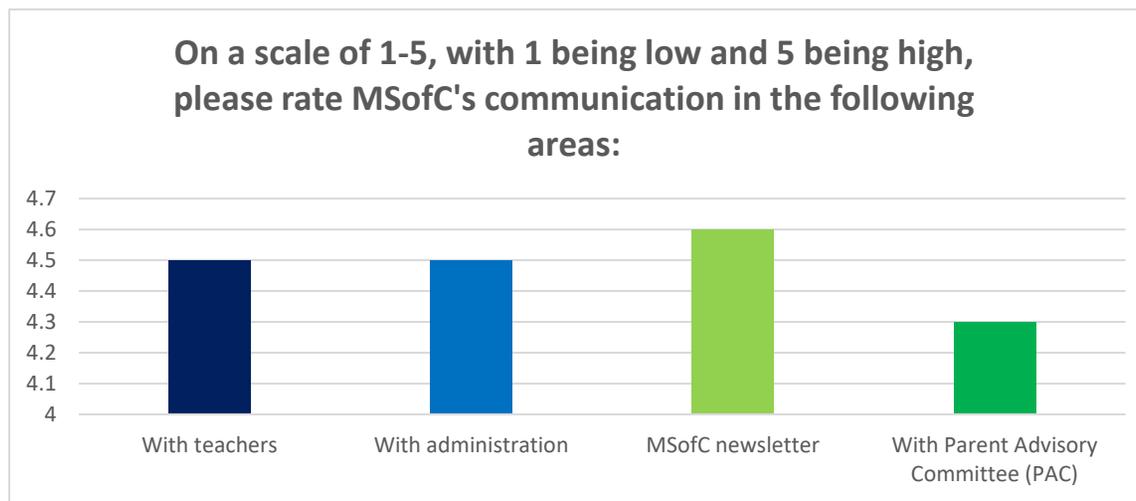
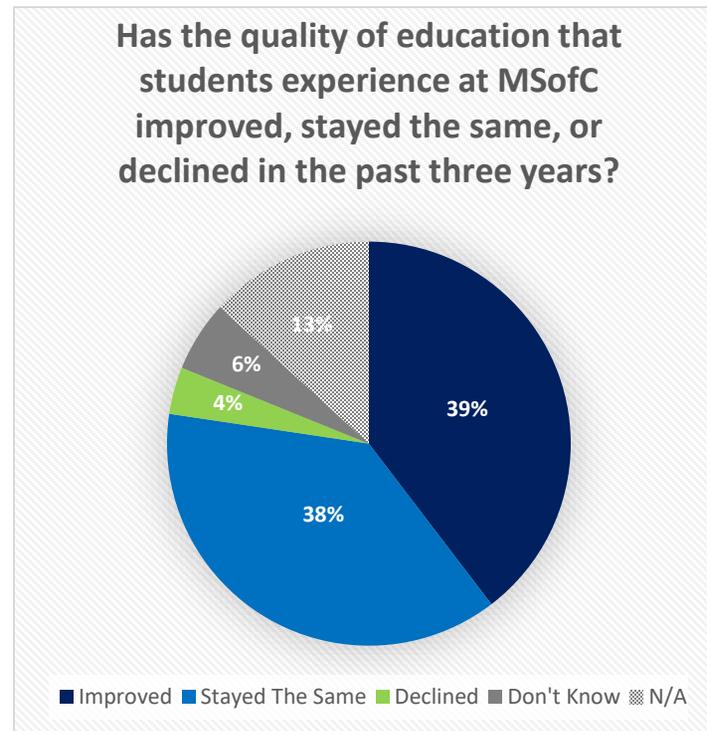
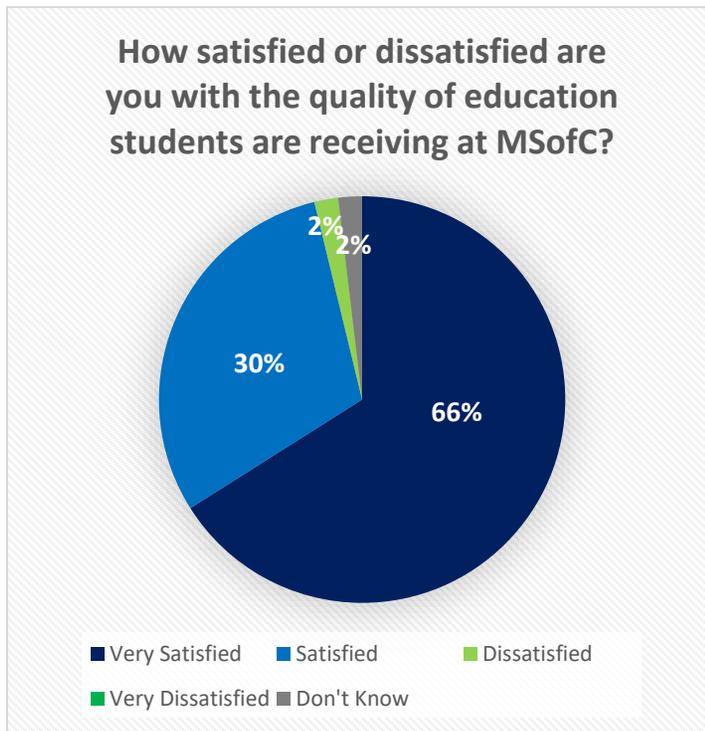
- 92 percent of families indicated that MSofC students are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime.

- Standardized assessments are completed annually and include:
 - Preschool
 - Early Years Evaluation Direct Assessment (EYE-DA) conducted in fall and spring
 - Kindergarten
 - Early Years Evaluation Teacher Assessment (EYE-TA) conducted in fall and spring
 - Grade 1 Readiness screening conducted in May
 - Elementary
 - Student Learning Assessments (SLAs) conducted in fall and spring for Grade 3 students
 - Provincial Achievement Tests (PATs) conducted as per provincial schedule for Grade 6 students
 - Fountas and Pinnell reading assessments conducted in fall and spring for Grade 1-6 students
 - English Language Learners (ELLs) are assessed using the Alberta K-12 ESL Proficiency Benchmarks. These results are reported in January and June Progress Reports and support teachers in planning for instruction and tracking of language progress.
- 100% of Grade 3 students were at or above the Alberta Provincial Standard in English Literacy and Numeracy Student Learning Assessments (SLAs) for 2020/2021.
- Students maintain daily work journals and meet individually with the classroom teacher to ensure a balanced learning experience and successful engagement with curricular outcomes. Self-assessments, rubrics and oral presentations are incorporated into informing the on-going evaluation and teacher documentation of student progress.
- Transparent Classroom is the primary software for record keeping, documenting instruction and assessments that demonstrate how Montessori lessons relate to provincial outcomes within the Alberta Program of Studies. Student progress and assessments are recorded and synthesized for communication with parents by way of two formal Progress Reports (report cards).
- Montessori School of Calgary teaching faculty developed a Grade 1 Readiness assessment. In May, this assessment is used to evaluate student progress and readiness for promotion to MSofC's Lower Elementary program. Kindergarten students are evaluated based on the Alberta Kindergarten Program Statement outcomes as well as Montessori benchmarks.
- Where areas of opportunity for student growth are identified, MSofC is fortunate to have access to timely key interventions and has supported the elementary classroom with an additional certificated teacher supporting early literacy and numeracy initiatives for Grades 1-2.
- Due to the ongoing pandemic, Montessori School of Calgary was not able to host in-person performances and interactive celebrations of learning with families. Instead, students shifted to presenting online, demonstrating outcomes from small research projects and other assignments for viewing families.
- In collaboration with Fountains of Mission, a local long term care residence, the annual winter music concert was streamed online for residents.
- Provincial Achievement Tests (PATs) results are not available as there were no Grade 6 students in 2020/2021.
- High school completion rates are not available as there were no Grade 12 students in 2020/2021.



Teaching & Leading

Local Measures



Parent comments:

"Overall, I am quite satisfied with the school and teachers and care that my child receives at MSofC and appreciate all the resources that are offered to help my child succeed."

"My child is always happy to go to school and has learned so much."

"We want to thank you so very much for creating the staff and culture that is helping our child grown, learn and thrive."

"The teachers, the parents, the community that I find when I stay and observe in the park after school... It's such a pleasure to be a part of it."

"Thank you so much for all the support my child received this school year. They had an incredible year, despite the Covid negativity and challenges, all thanks to your decisions and resilience towards the best for the children. Thank you!"

"Thank you for 3 amazing years of education, memories, support and laughs. Your leadership is strong and all who work for you and interact with you can rely on you to guide them through the good & tough times."

Commentary on Results and Key Insights

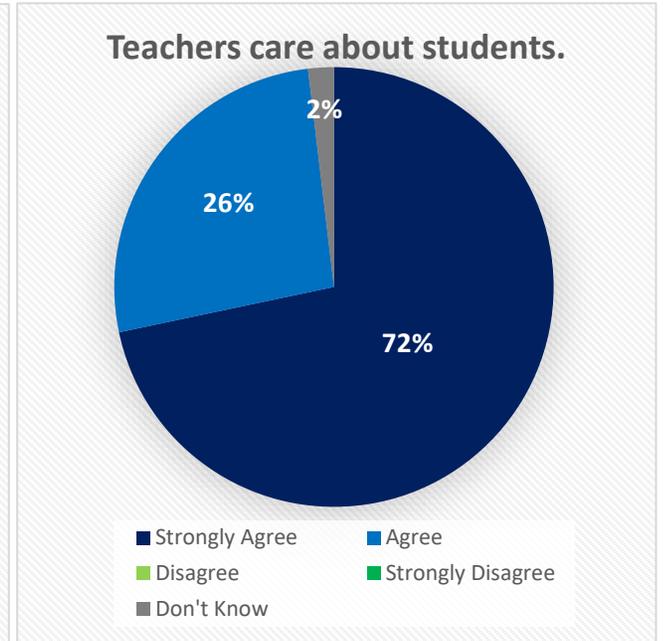
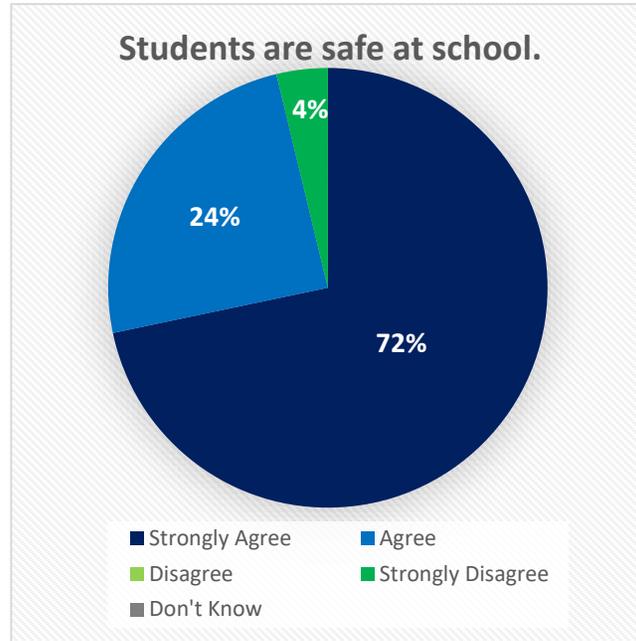
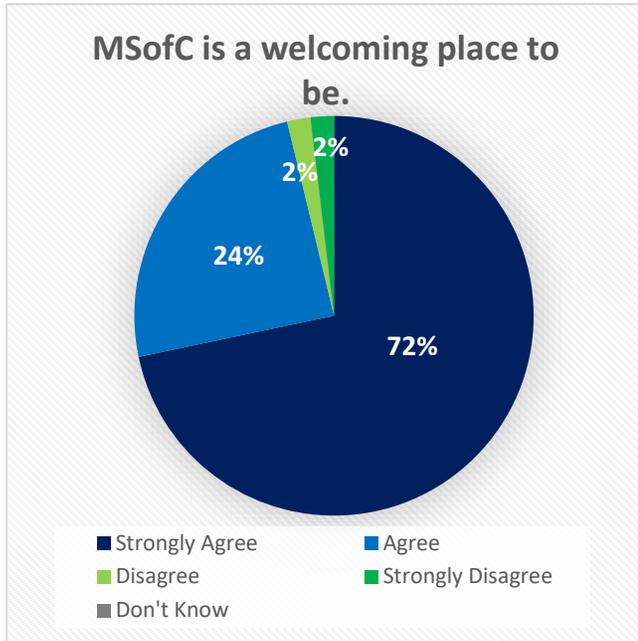
- Results from the Montessori School of Calgary Assurance Survey indicated that MSofC's communication ranked highly in all evaluated areas. Through optional comments on the survey and parent engagement during online PAC meetings, there was agreement among parents that an area for growth is teacher communication regarding student learning and weekly schedules. Parents are valuable contributing partners in the education system and their involvement enhances the effectiveness and accountability of the school. As such Montessori School of Calgary is committed to continuing to encourage parental involvement and connection with the school community.
- MSofC is committed to a complement of both Montessori trained 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 continue to balance enrolment and new staff to ensure expertise and quality.
- Regular weekly staff meetings establish an opportunity to dialogue, plan and ensure successful implementation of opportunities and programming to extend the learning experience for all students.
- 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. In keeping with the Teacher Growth, Supervision and Evaluation Policy, the aim of these reviews is to ensure that each teacher's actions, judgements and decisions are in the best educational interest of students and support optimum learning for all students.
- All teaching faculty demonstrate the Alberta Teaching Quality Standard and professional expectations are reviewed annually with support, coaching and mentorship offered from senior leadership as necessary.

- Using the Leadership Quality Standard as a framework, the Montessori School of Calgary Board of Directors supports the professional growth, supervision and annual evaluation of the Head of School, ensuring a consistent standard of professional practice. The Board, families, teaching colleagues and students have expressed confidence in the school's leadership and capacity to guide and empower MSofC's team of educators that ensure a safe, inclusive and respectful environment rich in quality learning experiences.
- The on-going process of teacher supervision is conducted by the Head of School at regular intervals throughout each school year. Classroom observations, constructive commentary and review of teaching practice as well as collaborative feedback from families, students and colleagues inform the development of continuous support and guidance for professional growth.
- 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 2020/2021 school year:
 - Positive Language: Speaking to Children in Ways that Foster Relationships and Encourage Cooperation (Montessori Northwest, October 2020)
 - 2020 Annual Children's Mental Health Conference (Institute of Child Psychology, November 2020)
 - AMI Montessori Music Workshop (Montessori School of Calgary, Fall 2020)
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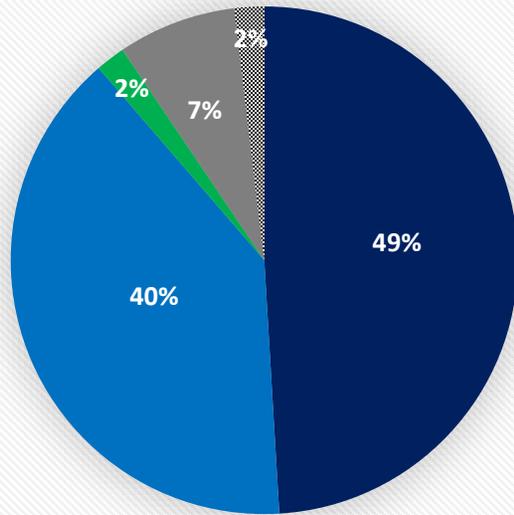


Learning Supports

Local Measures

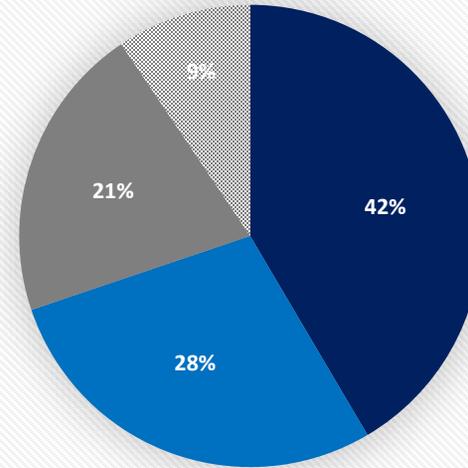


At MSofC, there are appropriate supports and services available to students to help with their learning.



■ Strongly Agree ■ Agree
■ Disagree ■ Strongly Disagree
■ Don't Know ■ N/A

Students can easily access programs and services at MSofC such as speech therapy, occupational therapy, child psychology and behavioural support.



■ Strongly Agree ■ Agree ■ Disagree
■ Strongly Disagree ■ Don't Know ■ N/A

Commentary on Results and Key Insights

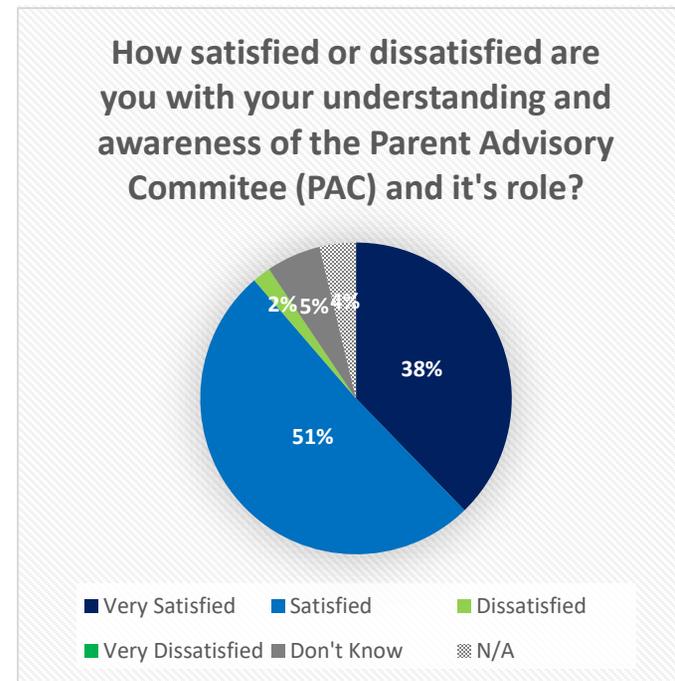
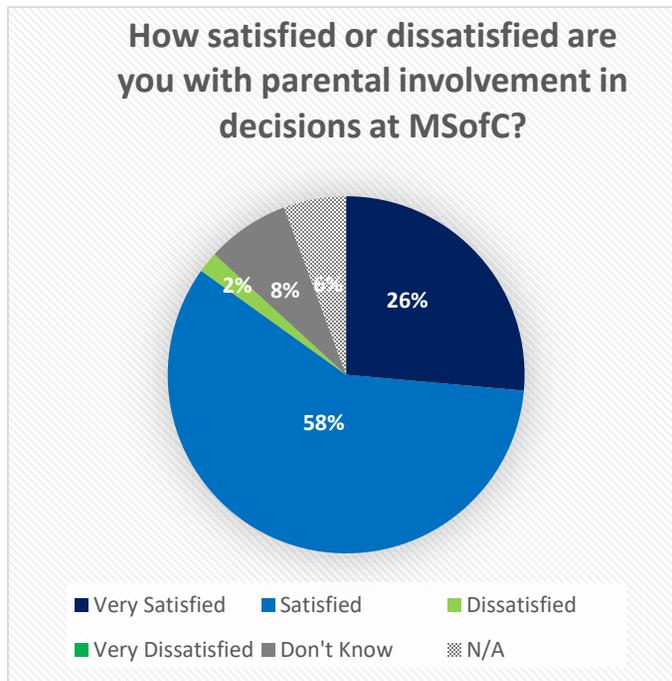
- Montessori School of Calgary takes pride in the commitment to nourish a positive, safe and caring environment comprised of energetic and dedicated educators who connect with students and forge relationships with dignity and respect for all. Ongoing student growth is supported through diverse networks and community-based agencies enabling all learners to strive to successfully reach their learning potential.
- The 2020/2021 school year realized the addition of an Educational Assistant to each of the classrooms. This initiative was undertaken to effectively support learners with unique needs and foster an inclusive environment within their regular classrooms. Inclusive education at all levels equally benefits all students and is vital to a rich educational experience. Formalized student-centred planning within teaching teams ensures more successful transitions for students.

- Each student is recognized as unique and receives an individualized approach with lessons designed with the necessary accommodations to support and scaffold learning success.
- Individualized, ongoing and successful working partnerships with external organizations such as WeeVolve Occupational Therapy, Cochrane Speech-Language Therapy Center, Child Psychologist – Dr. McCallum, Connect Behaviour Therapy, and The Reading Foundation.
- Elementary students requiring additional support are able to access voice to text technology and MSofC has enhanced the availability of tools including noise cancelling headphones, visual timers/clocks and fidget devices to support sensory needs.
- Several programs continue to be employed to assist with building early literacy skills including: Daily Five/CAFE, Words Their Way and Lively Letters.
- Body breaks with movement, mindfulness lessons and strategies for emotional regulation are integrated with curricular outcomes to create respectful classroom environments in which students can use divergent points of view as opportunities to deepen their understanding of themselves and others.
- Montessori School of Calgary is strengthening knowledge and understanding of First Nations, Métis and Inuit perspectives among the entire community. Teaching staff have a keen interest in incorporating First Peoples materials into instruction and assessment practices by increasing inventory of authentic resources to support the use of culturally appropriate and meaningful First Peoples content, materials and teaching methods.
- As a means of bringing about awareness and embracing Indigenous culture, Indigenous art is embedded into lessons for all students. Sharing circles are common practice in the elementary classroom with children using a talking stick and coming together during class meetings to solve challenges within their classroom community. The classroom is rich with literature emphasizing the cultural history of First Nations, Métis and Inuit which supports building empathy around loss of culture, language and family and emphasizes the importance of Truth and Reconciliation.
- The survey query “Students can easily access programs and services at MSofC such as speech therapy, occupational therapy and behavioural support” yielded a significant percentage (21%) indicating “don’t know,” from respondents. As a result, Montessori School of Calgary is committed to raising awareness of available services by providing more information and communication to families.



Governance

Local Measures



Commentary on Results and Key Insights

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.

Based on survey results indicating more than 85% of families are satisfied with their involvement, MSofC will 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.

Stakeholder Engagement

Montessori School of Calgary boasts a tight-knit community nurturing curiosity, promoting critical thinking and advancing the holistic development of children. These goals are achieved through family partnerships rooted in open communication and transparency. The relationship between school and home is key to all aspects of life at MSofC.

MSofC parent engagement is ongoing at school events where feedback is both offered and solicited. Throughout the year there are three opportunities for parents to engage with their children in the classroom by attending Be Our Guest days. There are two formally scheduled Parent-Teacher Conferences within the school calendar to communicate specific, individualized feedback and a commentary on student progress.

Student feedback about school activities and extra-curricular events is central to the elementary class meetings and ongoing in-class discussions. The Administration maintains an open-door policy where all students are welcome to connect, offer feedback and ask questions.

The Parent Advisory Committee reviews and critiques strategic planning about future directions. For example, through their financial support and encouragement in the 2020/2021 school year, MSofC significantly enriched and enhanced the Music & Physical Education programs through the purchase of new instruments and equipment, professional development, and dedicated instructional time.

MSofC strives for excellence in collaboration with community stakeholders and external groups, while providing opportunities for students to become life-long learners by cultivating virtues of wisdom, courage, and a sense of strong character. Multiple community-based agencies such as Cochrane Speech Language Therapy Centre, Connect Behaviour and WeeVolve Occupational Therapy provide input to Individual Program Plans and future direction of support.

The school has enjoyed a positive relationship with the Cliff Bungalow Mission Community Association, and we have partnered in recent years to realize significant facility improvements including the construction of a new playground in 2014 that is accessed and enjoyed by the local community and other visitors from within the city of Calgary.

Additionally, members of the MSofC Board of Directors as well as the Parent Advisory Committee (PAC) contribute to 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, other staff members and the Board of Directors, parents, students, alumni and prospective families.

Financial Results Summary 2020-2021

Summary of Financial Results			
Summary of Financial Results 2020/2021			
		Amount	Contextual Information
Revenue Summary			
	Alberta Education	\$ 332,821	35 Students [ECS - Gr.3]
	Tuition	\$ 924,487	50 Preschool Students
	Non-instructional Fees	\$ 18,000	
	Others	\$ 86,786	Donation, Interest, Grant and other
Total Revenue		\$ 1,362,094	
		Amount	Contextual Information
Expense Summary			
	Salaries and Benefits	\$ 799,261	
	Services, contracts and supplies	\$ 224,113	
	Amortization	\$ 38,452	
	Other	\$ 117,441	
Total Expense		\$ 1,179,267	
Total Revenue Less Expense		\$ 182,827	

Budget Summary 2020/2021

Budget Summary 2021/2022

		Amount	Contextual Information
Revenue Summary			
	Alberta Education	\$ 346,676	45 Students [ECS-Grade 4]
	Tuition	\$ 651,672	49 Preschool Students
	Non-instructional Fees	\$ 527,176	
	Others	\$ 41,603	Donation, Interest and other
Total Revenue		\$ 1,567,127	
		Amount	Contextual Information
Expense Summary			
	Salaries and Benefits	\$ 983,453	
	Services, contracts and supplies	\$ 236,660	
	Amortization	\$ 40,000	
	Other	\$ 118,200	
Total Expense		\$ 1,378,313	
Total Revenue Less Expense		\$ 188,814	