



Montessori School of Calgary

Education Plan

2024/2025 through 2026/2027

Accountability Statement

The Education Plan for Montessori School of Calgary commencing 2024/2025 was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board reviewed and approved the 2024/2025 through 2026/2027 Education Plan on May 29, 2025.

Jeanette Watson, Board Chair

A handwritten signature in blue ink, appearing to read "JWat", is positioned below the name of the Board Chair.

Assurance Framework

Insights from Results Analysis

The results from Montessori School of Calgary's Annual Education Results Report (AERR) and engagement with stakeholders have informed the direction of this Education Plan.

In MSofC's local survey, captured in spring 2024, parents/guardians and teachers were asked to select up to 5 areas to be considered in planning for the next three years. Both groups agreed on top priorities:

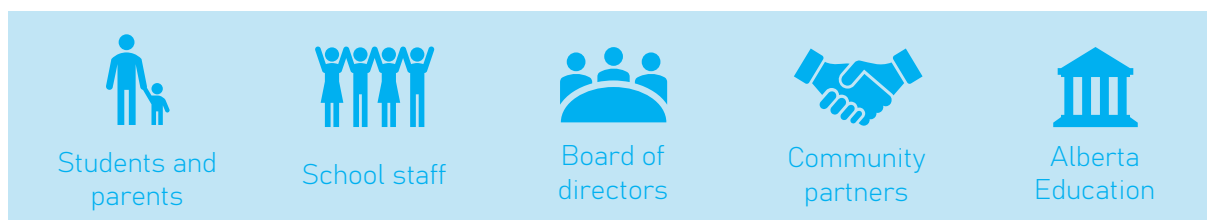
- Student success in literacy and numeracy
- Facility growth/expansion
- Elementary program growth
- Staff professional development



The parents/guardians group additionally identified **parent/family engagement**, while the teacher group identified **parent education about Montessori** as high priorities. These results, along with survey results in 2023/2024 reflecting a lower level of satisfaction with Physical Education and Second Language (French) offerings, were reflected in the Education Plan outcomes for 2024/2025 through 2026/2027.

MSofC's five Education Plan outcomes are aligned with Alberta Education's Business Plan for 2024-27 as student success and achievement are at the forefront of planning. Additionally, MSofC's pursuit of new and/or additional spaces is aligned with Alberta Education's commitment to promote choice in education, as well as to address Alberta's growing student population through increasing the number of classrooms across the province.

Stakeholder Engagement



Stakeholders including but not limited to, staff, parents, students, the Board of Directors and community partners, were engaged in the development of this Education Plan.

- The annual Alberta Education Assurance (AEA) survey is sent to MSofC teachers as well as students and parents for those in Grades 4 and above and provides critical information for the reporting (AERR) and planning processes.
- MSofC's annual local survey is sent to parents and staff and is intended to both supplement results from the AEA survey as well as provide feedback and data for local priorities and school-level initiatives.
- Teachers are further engaged through ongoing dialogues at staff meetings throughout the year. Teacher focus groups in 2024/2025 contributed to celebrating Year 1 successes and planning for Year 2 strategies and implementation.
- The Board of Directors at Montessori School of Calgary supports strategic planning by providing input and guidance to the Head of School. Working together with the Head of School, the Board develops MSofC's annual budget and ensures alignment between the Education Plan and budget considerations.
- The AERR and survey results are presented and reviewed at Parent Advisory Council (PAC) meetings, for the purpose of soliciting feedback and garnering input, thereby gaining valuable information for the planning process.
- Montessori School of Calgary's administrative team, alongside the Board of Directors and a parent volunteer committee, will continue collaborating with our co-tenants the Cliff Bungalow Mission Community Association (CBMCA) to pursue new, expanded or additional facilities.

First Nations, Métis and Inuit student success

As of the publication of this Education Plan, MSofC has 0 self-identified First Nations, Métis, or Inuit students enrolled.

Regardless of the make-up of our student population, we believe advancing Truth and Reconciliation is a shared responsibility that helps all learners build empathy, understanding, and respect. MSofC intentionally includes Indigenous perspectives and ways of knowing in teaching and professional learning.

Moving forward, we will continue to build relationships with local Indigenous communities (Outcome 4) and seek out professional learning opportunities and staff reflective practices (Outcome 3) to ensure FNMI perspectives stay woven throughout our curriculum and school culture.

School Priorities



Outcome 1

K-6 students will demonstrate continuous growth in literacy and numeracy.



Outcome 2

MSofC will secure new or additional facilities in the Cliff Bungalow-Mission neighbourhood with the goal of enrolment growth.



Outcome 3

Staff will engage in individual and collective professional development opportunities to sustain knowledge in Montessori pedagogy and apply best practices in current educational research, aligning with the priorities of MSofC.



Outcome 4

MSofC will enhance engagement with families and stakeholders to ensure participation and investment in MSofC's strong sense of community.



Outcome 5

MSofC will expand Physical Education and Wellness and Second Language (French) offerings and increase visibility of student learning in these areas.



Outcome 1

K-6 students will demonstrate continuous growth in literacy and numeracy.

Year 1 Review

- Fountas & Pinnell benchmark assessments were completed in October, February, and May
- Home reading program was re-introduced for all students in K-6
- Phonological awareness group for identified students in lower elementary (grades 1 and 2) was ran by Renfrew through the ECLS (Expanding Capacity and Learner Supports) grant
- In partnership with The Reading Foundation, 2 certificated teachers administered a kindergarten pilot program which ran 5 days per week for one hour
- Computer coding classes were introduced to lower and upper elementary students, focused on concepts of sequencing and patterns
- Lower elementary classroom enjoyed weekly parent reading volunteers
- Reading buddies initiative was re-introduced, upper elementary students worked with kindergarten cohort weekly
- 100th day of school was recognized and mathematics opportunities celebrated
- New Alberta Education assessments in literacy and numeracy were completed for kindergarten (January) as well as grades 1-3 (fall and spring)
- Staff completed a variety of professional development related to strengthening capacity for literacy instruction and assessment, as outlined in Outcome 3



Outcome 1

K-6 students will demonstrate continuous growth in literacy and numeracy.

Year 2 and Future Strategies

- Expand partnership with The Reading Foundation to continue with successful kindergarten literacy pilot program and introduce a lower elementary literacy pilot program
- Teaching faculty will be engaged in group professional development with a numeracy focus, including in-house presentations, book study, and PLC opportunities around primary to elementary transitions and cosmic education
- Primary and elementary teachers will lead a parent education evening with a focus on Montessori math materials and lessons
- Staff will create additional opportunities for students to gain real-world experience and applications of math and financial literacy concepts through; planning and executing going outs; participating in budgeting and purchasing for classroom pets; and special events such as a bake sale



Outcome 1

K-6 students will demonstrate continuous growth in literacy and numeracy.

Plan for Implementation

Resources Required

- Continued funding for consultation services through The Reading Foundation
- Appointment of literacy leaders for kindergarten and lower elementary programming
- Budget allocations for:
 - Professional development materials and staff professional development time
 - Parent education events
 - Student literacy and numeracy projects

Professional Learning

- Targeted training and ongoing coaching for literacy leaders through The Reading Foundation
- School-wide professional development focused on numeracy
- Collaborative planning sessions to prepare for parent events and in-house professional development

Monitoring & Adjustment Processes

- Regular review of student assessment data
- Staff reflections and teacher growth and supervision practices to evaluate learning impacts
- Collection of student, parent and staff feedback to inform adjustments



Outcome 1

K-6 students will demonstrate continuous growth in literacy and numeracy.

Measures

Provincial

- Required assessments, including:
 - Provincial Literacy & Numeracy Screening Assessments for K-3
 - PATs
- AEA survey results
 - Student Learning engagement measures
 - Education Quality measures

Local

- Fountas and Pinnell Benchmark Assessment Systems
- Report card results in Language Arts and Mathematics, K-6
- Local survey results
 - AEAM questions (Student Learning, Education Quality)



Outcome 2

MSofC will secure new or additional facilities in the Cliff Bungalow-Mission neighbourhood with the goal of enrolment growth.

Year 1 Review

- Renovations were planned and realized in early 2025 which saw underused hallway spaces within current building converted into much-needed privacy areas, including:
 - Student learning break-out room and;
 - Copy room/workspace for staff and visitors
- In partnership with MSofC's Board of Directors, a variety of options for new or additional space were explored. Options considered included portable classrooms, customizable modular office container, footprint expansion of existing building, and prospective development of shared attic space
- Administrative team participated in meetings with CBMCA regarding the potential acquisition of additional square footage currently occupied by CBMCA within the building
- A new relationship was established with Riverwalk Retirement Residence, a local business that may offer rental spaces or areas for community use
- An ongoing campaign to access square footage in underutilized heritage school building located next door to MSofC, Holy Angels School, continues to be explored through several avenues, including but not limited to:
 - Involvement of a parent volunteer committee, which arranged meetings with key stakeholders and contacts
 - Consultation with a strategist to support negotiations with the City of Calgary
 - Exploratory meetings with former and current city councillors to inform next steps
 - Engagement of consulting firm to prepare formal proposal presentation for City



Outcome 2

MSofC will secure new or additional facilities in the Cliff Bungalow-Mission neighbourhood with the goal of enrolment growth.

Year 2 and Future Strategies

- Customized modular office container to be installed on-site in approx. August 2025, creating additional storage and workspaces in and outside the current school building
- Administrative team will coordinate scheduling and timetabling of speech therapy and other breakout sessions to ensure full utilization within the newly constructed, multi-purpose and private student learning spaces



Outcome 2

MSofC will secure new or additional facilities in the Cliff Bungalow-Mission neighbourhood with the goal of enrolment growth.

Plan for Implementation

Resources Required

- Capital funds for modular unit
- Administrative coordination of:
 - Contractors and City of Calgary
 - Scheduling of new and under-utilized spaces
- Furniture and storage systems to equip new workspaces

Professional Learning

- Training on updated facility procedures and logistics

Monitoring & Adjustment Processes

- Project progress monitored through regular check-ins with Board of Directors, contractors and school leadership
- Adjustments made to workspace use and scheduling based on operational needs
- Feedback collected from staff and external service providers



Outcome 2

MSofC will secure new or additional facilities in the Cliff Bungalow-Mission neighbourhood with the goal of enrolment growth.

Measures

Provincial

- AEA survey results (students, parents, teachers)
 - Education Quality measures

Local

- Enrolment statistics
- Local survey results
 - AEAM questions (Education Quality)
- Budget and leasing considerations
- Anecdotal feedback from visitors, parents/guardians and contracted agencies utilizing newly-constructed spaces



Outcome 3

Staff will engage in individual and collective professional development opportunities to sustain knowledge in Montessori pedagogy and apply best practices in current educational research, aligning with the priorities of MSofC.

Year 1 Review

- Staff engaged in a variety of literacy-focused professional learning, aligning with Outcome 1, including:
 - *Literacy Assessment Certificate for Teachers* and *Literacy Essentials for Educational Assistants* offered through the Learning Disabilities Association of Alberta Right to Read programs
 - Primary teachers attended a five-part workshop series “Why Aren’t Children Reading?” through the Foundation for Montessori Education
 - 2 staff members completed training in administering the *Discover Reading* program developed by The Reading Foundation
- Networking/professional development opportunities with other local Montessorians included:
 - Process-based art workshop at Calgary Montessori School in November 2024
 - Observation and recordkeeping presentation by Jonathan Wolff, at Maria Montessori Education Centre in February 2025
 - MSofC teachers observed at other local Montessori schools, and within one another’s classrooms
- All staff completed privacy and workplace safety training in August 2024
- Individual professional learning pursuits included:
 - AISCA New Teachers Workshop
 - *Indigenous Canada* course through the University of Alberta
 - *Target ADHD for Educators* online learning modules offered through Foothills Academy
 - AMI Canada webinar, *Guiding Elementary Classrooms*
 - School Leadership Qualification Standard course through the University of Calgary
- Teaching faculty engaged in PLCs in fall 2024 to review new K-6 curriculum changes and revise report card templates with new outcomes
- Administration attended AISCA Fall and Spring Leadership days



Outcome 3

Staff will engage in individual and collective professional development opportunities to sustain knowledge in Montessori pedagogy and apply best practices in current educational research, aligning with the priorities of MSofC.

Year 2 and Future Strategies

- Professional development will be prioritized to strengthen staff capacity for supporting the implementation of Truth and Reconciliation Commission recommendations and improving education outcomes for all students
- All staff will participate in a book study and guided discussions on *The Anxious Generation*, Jonathan Haidt
- *The 5 Languages of Appreciation in the Workplace* will be explored as part of MSofC's orientation and training in August 2025
- Teaching faculty will be engaged in professional learning focused on mathematics, as outlined in Outcome 1
- Physical education specialist will complete Montessori-focused training, as outlined in Outcome 5



Outcome 3

Staff will engage in individual and collective professional development opportunities to sustain knowledge in Montessori pedagogy and apply best practices in current educational research, aligning with the priorities of MSofC.

Plan for Implementation

Resources Required

- Professional development budget allocation
- Release time for professional development
- Books, documents and training materials

Professional Learning

- Integration of learning into classroom practices
- Staff reflection on applications to student learning, team culture and communication

Monitoring & Adjustment Processes

- Annual review of progress toward identified priorities and strategies
- Staff feedback and reflections on impacts of professional development



Outcome 3

Staff will engage in individual and collective professional development opportunities to sustain knowledge in Montessori pedagogy and apply best practices in current educational research, aligning with the priorities of MSofC.

Measures

Provincial

- AEA survey results (students, parents, teachers)
 - Education Quality measures
 - School Improvement measures
 - In-service Jurisdiction Needs measures (teachers)

Local

- Local survey results
 - AEAM questions (Education Quality, School Improvement)
- Teacher growth and supervision practices



Outcome 4

MSofC will enhance engagement with families and stakeholders to ensure participation and investment in MSofC's strong sense of community.

Year 1 Review

- Student learning was celebrated with parents/guardians through:
 - Weekly (elementary) and monthly (primary) classroom newsletters
 - Quarterly Head of School newsletters
 - Continued use of Transparent Classroom photo sharing
 - CommuniTea kindergarten drama presentation and social event
 - Winter and spring whole school music performances
 - Be Our Guest days (November 2024 & May 2025)
 - Upcoming kindergarten and grade 3 achievement ceremonies (June 2025)
- Learning opportunities extended to parents/guardians included:
 - New 3-year-olds presentation (September 2024)
 - Magical Third Year (kindergarten) presentation (November 2024)
 - Paul Davis presentation on social networking safety (February 2025)
- MSofC's PAC saw a significant increase in attendance at monthly meetings and social events, with near 100% turn out at Fall Fair and Winter Carnival
- Elementary students engaged with the Calgary Arts Development Authority and local artist Elena Bushan to complete a public art utility box
- Parent/guardian volunteers initiated and ran successful before and after school care student clubs, including soccer and Spanish clubs
- K-6 students returned to perform for local seniors at Fountains of Mission and connected with and performed at Riverwalk Retirement Residence
- Lower elementary students received and enjoyed presentations from volunteer parents/guardians on a wide variety of cultural, career and other topics, including architecture; emergency room medicine; event planning; Chinese New Year; and Mexican culture
- Parent/guardians volunteered and engaged with field trips, oversaw the home reading program, cared for classroom pets, supported school events like the Terry Fox run, and read with students in classrooms



Outcome 4

MSofC will enhance engagement with families and stakeholders to ensure participation and investment in MSofC's strong sense of community.

Year 2 and Future Strategies

- Families will be invited to a parent education evening with a focus on Montessori math lessons and materials, as outlined in Outcome 1
- MSofC will reinstate hosting monthly coffee mornings for families, offering opportunities for informal parent education about Montessori pedagogy, child development and other topics as requested
- Following the positive response to the elementary social night in spring 2025, MSofC will host more student social events outside of school hours
- MSofC will continue to develop and establish relationships with local Indigenous Elders and Knowledge Keepers in educational and consultation roles
- MSofC's current relationship with the Cliff Bungalow-Mission Community Association will be further explored through community members offering tours and knowledge about the neighbourhood



Outcome 4

MSofC will enhance engagement with families and stakeholders to ensure participation and investment in MSofC's strong sense of community.

Plan for Implementation

Resources Required

- Budget for refreshments, event materials, visitor gifts and/or honorariums
- Staff time to prepare and host events
- Administrative coordination for scheduling visits and fostering relationships

Professional Learning

- Coordination among teachers and administration to identify and prepare for parent education session topics
- Integration of Indigenous perspectives and teachings into classroom practices

Monitoring & Adjustment Processes

- Attendance tracking and feedback collection after sessions
- Adjust timing, frequency or topics based on parent interest, feedback and participation
- Maintain and review partnerships annually to ensure meaningful engagement



Outcome 4

MSofC will enhance engagement with families and stakeholders to ensure participation and investment in MSofC's strong sense of community.

Measures

Provincial

- AEA survey results (students, parents, teachers)
 - Parental Involvement measures

Local

- Local survey results
 - AEAM questions (Parental Involvement)
 - Feedback on parent events
- Attendance at family and community events



Outcome 5

MSofC will expand Physical Education and Wellness and Second Language (French) offerings and increase visibility of student learning in these areas.

Year 1 Review

- With a goal of improving transparency, Physical Education and Wellness and French learning experiences were shared through classroom newsletters and photos posted on Transparent Classroom
- Lower and upper elementary classes engaged in French classes twice weekly
- Physical Education and Wellness activities for K-6 students took place both in classrooms and outdoor areas, complemented by sport specialist lessons during both off-site field trips and in-school programming, including:
 - Badminton at MNP Community & Sport Centre
 - Ice skating at the Olympic Oval
 - Swim to Survive lessons at Canyon Meadows Aquatic Centre
 - Gymnastics at Altadore Gymnastics Club
 - Two downhill skiing days at Nakiska Ski Area
 - Ninja obstacle course at Fitset Ninja
 - In-school yoga classes with Fledge Health
 - In-school hip hop dance with illFX Entertainment Inc
 - In-school SOGO Adventure Running residency program
- Introduction of before/after school soccer clubs (fall 2024 and spring 2025 sessions) and Spanish club (winter 2025) ran by parent volunteers enriched student physical activity and second language experiences



Outcome 5

MSofC will expand Physical Education and Wellness and Second Language (French) offerings and increase visibility of student learning in these areas.

Year 2 and Future Strategies

- A specialist has been appointed to lead both the Physical Education and Wellness and French as a Second Language programming, starting in September 2025
- French strategies include:
 - French-focused going outs/field trips for K-6 students
 - Addition of French language Montessori materials into primary and elementary classrooms
 - Inclusion of French language elements in both whole school music performances and other special events
- Physical Education and Wellness strategies include:
 - Space rentals in nearby gymnasiums (e.g. MNP) to supplement outdoor activities
 - PE&W specialist will complete AMI Montessori Sports coursework, deepening the understanding of aligning the Alberta program of studies with Montessori pedagogy
 - Evaluation and updating of existing physical equipment, along with plans to install permanent structures such as additional basketball nets and protective netting for current soccer posts



Outcome 5

MSofC will expand Physical Education and Wellness and Second Language (French) offerings and increase visibility of student learning in these areas.

Plan for Implementation

Resources Required

- Professional development budget
- Scheduling support to allow for course participation and assignments
- Supplies budget for physical education equipment and French materials

Professional Learning

- Integration of Montessori principles into Physical Education and Wellness planning and instruction

Monitoring & Adjustment Processes

- Teacher growth and supervision practices
- Student, teacher and parent feedback and satisfaction with student learning



Outcome 5

MSoFC will expand Physical Education and Wellness and Second Language (French) offerings and increase visibility of student learning in these areas.

Measures

Provincial

- AEA survey results (students, parents, teachers)
 - Program of Studies measures

Local

- Local survey results
 - Feedback on PE&W and French programming
 - Feedback regarding plans for elementary enrolment based on programming offered and facilities available

Budget Summary 2025/2026

Revenue Summary	
Revenue	Amount
Alberta Education	558,461
Tuition	1,193,978
Non-Instructional Fees	35,854
Other	127,002
TOTAL REVENUE	\$1,915,295
Expense Summary	
Expense	Amount
Salaries and Benefits	1,248,023
Services, contracts and supplies	411,200
Amortization	30,000
Leases and Other	77,000
TOTAL EXPENSE	\$1,766,223
TOTAL REVENUE LESS EXPENSE	\$149,072

Over the next three years, MSofC will remain disciplined and forward-thinking in its financial stewardship. The Board is committed to managing our budget carefully while prioritizing competitive teacher compensation, with the goal of increasing salaries in alignment with provincial standards. At the same time, we intend to invest funds prudently and securely to strengthen our long-term financial position and build the capacity to build or purchase additional space as school enrolment continues to increase. We are also actively monitoring and anticipate pursuing capital funding opportunities as announced by the Government of Alberta, with the goal of securing support to expand our physical facilities and enhance programming for the benefit of our students and broader community.