

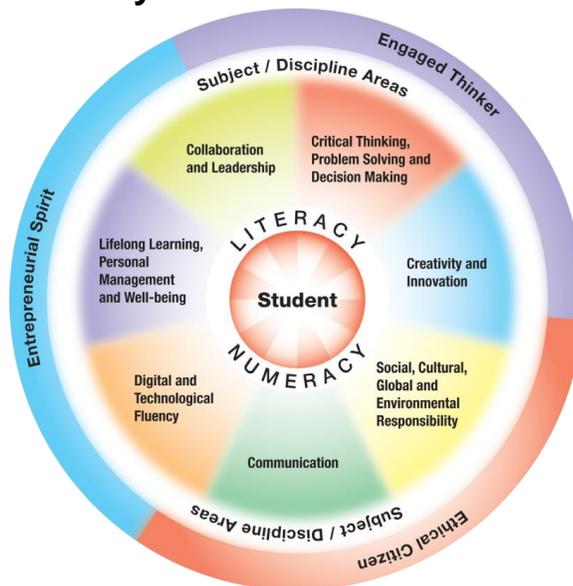
Cochrane Valley Montessori School (CVMS) -A.0307

Three Year Education Plan 2019-2020 to 2021-2022

Annual Education Results Report (AERR) Targets 2019/2020

Newly accredited school September 2019 - no annual results for 2018/2019

21st Century Framework for Student Learning



Accountability Statement

As our school has participated in the rigorous process for accredited funded status in 2018/2019 school year, the Board understands that there are no results for our first year of accreditation, therefore the Board has used the approximate targets reported in our accreditation Education Plan documentation for the three years commencing September 1, 2019 for Cochrane Valley Montessori School (CVMS). It is committed to implementing the strategies contained within to improve student learning and results. As the 2019/2020 school year is the first year of full operation as an accredited funded school, results items in the AERR portions of this document reflect n/a (not available). This document was prepared under the direction of the Board of Directors and is 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 approved this combined Annual Education Results Report for the 2019/2020 school year and the Three-Year Education Plan for the 2019-2022 on January 2, 2020.

Brennan Hay, Board Chair
Cochrane Valley Montessori School

Profile of the School Authority

CVMS is a not-for-profit independent school offering kindergarten and elementary programs for grades one through six as well as preschool programs for three and four-year-old children.

Currently our school comprises 15 preschool children, 4 kindergarten children and 7 elementary students in grades one through six. At the preschool level, the children are team taught by a Montessori guide (teacher) and an AB certificated teacher. The elementary classroom is led by teaching team of a Montessori guide/AB certificated teacher assisted by an additional AB certified teacher. The preschool and kindergarten classroom environments are conducted in English. All CVMS classrooms consist of multi-age groupings in three-year spans; three, four and five-year-old children and six through twelve year old children. The kindergarten children attend school all day.

Dr. Maria Montessori's learning philosophy along with her standards for the prepared environment and materials that are engineered with built-in 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 CVMS program.

The Cochrane Valley Montessori School staff participate in annual professional development with Montessori trainers. It is the intention of our school to become accredited with the Canadian Council of Montessori Administrators (CCMA) now that the process of becoming accredited as a provincial educational organization has been achieved.

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.

With many CVMS students attending the school from the age of three years old, the skills, vocabulary, knowledge, respect, positive behavior strategies, grace and courtesy they learn places them in good stead for their future educational endeavours.

Foundation Statements

MISSION

To provide an authentic, affordable Montessori experience for Rockyview and Cochrane Area children and their families.

VISION

Cochrane Valley Montessori is dedicated to offering conditions for learning that will assist our students to develop the knowledge, skills and attitudes that will enable them to become self-confident, caring citizens of the world. We do this by providing an educational experience based on sound Montessori philosophy, through which students are encouraged to reach their highest potential as they grow in respect for themselves, others and our earth.

PRINCIPALS AND BELIEFS

CVMS wholeheartedly embraces the educational method and philosophy developed by Dr. Maria Montessori. We believe that all children possess an intellectual and creative potential, a drive to learn, and the ability to be self-directed. We believe fundamentally that children explore for themselves – it is the role of teachers and schools to offer the appropriate classroom environments, social conditions, curriculum and guidance to support their optimal development as they learn.

We believe that our students will leave our school empowered with the knowledge, skills and attitudes that will benefit our province, indeed our world, as we seek solutions to the complexities of life in the 21st century. Research on children educated in Montessori environments demonstrates that they take the lessons learned in their formative years with them as adults into the world: independence, self-confidence, self-motivation, and responsible citizenship.

Why Montessori?

Trained as Italy's first female physician, Dr. Maria Montessori is best known for her creation of an educational system, introduced in 1907, that was a revolutionary approach to the way children were educated. Through her pioneering research, she created a system that addresses the development of the whole child and is rooted in the belief that all children possess an intellectual and creative potential, a drive to learn and the ability to be self-directed. In carefully prepared classroom environments, children are grouped together in age spans of three years where they learn the important dual roles of following, then leading. A highly organized, yet individually flexible curriculum allows for the accommodation of varying academic capabilities. The Montessori classroom prepares its students for each successive developmental plane. The seeds planted in the lower levels come to full fruition in the upper levels. Most importantly, the Montessori environment prompts children, under the careful guidance of their teacher, to take initiative in their own education by making choices, developing self-respect and learning accountability to others.

Distinguishing Features of a Montessori Program

An authentic Montessori program is characterized by the following traits:

- Classes are multi-aged, multi-graded heterogeneous groupings of students based on planes of development: Casa for ages 3 - 6; Lower Elementary for ages 6-9/Grades 1-3; Upper Elementary for ages 9-12/Grades 4-6 or where enrollment dictates, ages 6-12 combined.
- Guides with accredited training in the Montessori philosophy and methodology appropriate to the age level of the students, work with their students for three and 6 years.

- A diverse set of Montessori learning materials, activities and experiences guide discovery and foster physical, intellectual, creative and social independence.
- A prepared environment encourages intrinsic motivation, spontaneous activity and self-directed learning. The environment engages and supports the child.
- Students are met at their individual skill levels, presented appropriate lessons, and given time to practice and reinforce concepts. Once mastery is achieved and the student has felt success, the child is eager for the challenge of the next level.
- Classroom atmospheres encourage social interaction for cooperative learning, peer teaching and emotional development.
- Instruction is not divided into specific time frames associated with a particular subject area or activity, rather taught in an integrated fashion. The cosmic curriculum emphasizes study of the whole, then its parts, helping a child find connections and relationships in their world.
- Curriculum emphasizes peace education and care of the environment as part of understanding our place in the world and creating responsible citizens.
- The daily schedule allows large blocks of time to problem solve, observe and understand interactions and connections in knowledge and to create new ideas.
- Schools demonstrate respect for the child through policies and actions.

Accreditation

Cochrane Valley Montessori will strive to provide an authentic Montessori experience that remains affordable and accessible to children from diverse family backgrounds.

The philosophy and curriculum of Cochrane Valley Montessori School is firmly rooted in the Montessori Method as established by Dr. Maria Montessori. It is our School's goal to be recognized by the Canadian Council of Montessori Administrators ("CCMA"). To this end, the school strives to hire faculty with an Alberta Teaching Certificate and/or MACTE accredited Montessori training.

As our intention for Alberta Education to recognize Cochrane Valley Montessori as an accredited private school has now been achieved, we are continuing to follow the Alberta Program of Studies.

It is an ongoing expectation of Cochrane Valley Montessori to maintain both Montessori and Government of Alberta accreditation.

Trends and Issues

Marketing For Students - A continuing role for our school is to educate the people of our community as to the purpose of our school. As recognition of our presence has grown over the last few years, we have become known as the alternative educational source within the community. Families are learning that they now have educational choice within the local community, which is a mandate across our province. We are continuing to provide opportunities to the community learn the value of the education we provide, not necessarily just as an alternative to an educational situation that they feel is not functioning well for their child.

Staffing – CVMS 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.

Ensuring professional development – To ensure currency of knowledge in response to Truth and Reconciliation, as well as to respond effectively to the future changes to curriculum implementation, we are working to ensure our staff have the opportunity to develop specific competencies. Our teaching staff are continually altering and drafting alignments outlining Montessori curricula to Alberta Education kindergarten program statements and Alberta Programs of Study. We continue to retain the 2018 K-4 curricula as a resource to help guide this work and articulate professional development needs for “just in case” purposes.

Accreditation – CVMS 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.

Combined 2019 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure	Cochrane Valley Montessori School			Alberta			Measure Evaluation (Alberta)		
		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	n/a	89.0	89.0	89.3	Very High	Declined Significantly	Acceptable
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	82.2	81.8	81.9	Very High	Improved Significantly	Excellent
	Education Quality	n/a	n/a	n/a	90.2	90.0	90.1	Very High	Improved	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.6	2.3	2.9	Very High	Improved Significantly	Excellent
	High School Completion Rate (yr)	n/a	n/a	n/a	79.1	78.0	77.5	High	Improved Significantly	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.8	73.6	73.6	Intermediate	Improved	Good
	PAT: Excellence	n/a	n/a	n/a	20.6	19.9	19.6	High	Improved Significantly	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	Intermediate	Improved Significantly	Good
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	Very High	Improved Significantly	Excellent
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	High	Improved Significantly	Good
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	Intermediate	Improved Significantly	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	High	Maintained	Good
	Work Preparation	n/a	n/a	n/a	83.0	82.4	82.6	High	Improved	Good
	Citizenship	n/a	n/a	n/a	82.9	83.0	83.5	Very High	Declined Significantly	Acceptable
Parental Involvement	Parental Involvement	n/a	n/a	n/a	81.3	81.2	81.1	High	Maintained	Good
Continuous Improvement	School Improvement	n/a	n/a	n/a	81.0	80.3	81.0	Very High	Maintained	Excellent

Notes:

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. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. 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.
5. 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).
6. 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.
7. 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.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. 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.
10. 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.
11. 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.

Measure Evaluation Reference (Optional)

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:

- 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%.
- 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

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentage)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
Overall percentage of students Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			

Comments

Strategies

Though we currently offer Grades 1-5 graded programming, research on Montessori students and future success at school indicates that they leave their Montessori environments equipped with knowledge, skills and attitudes that support success as they move on to secondary and post-secondary education.

- 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. 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 (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
 4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard and the percentage who achieved the standard of excellence on provincial achievement tests. Results based on students who wrote the test (required by the district – see *note below).

Results for Writers		2017					Prev. 3 Year Average				
		Acceptable		Excellence			Acceptable		Excellence		
English Language Arts 6	School	N/A		N/A			N/A		N/A		
Mathematics 6	School	N/A		N/A			N/A		N/A		
Science 6	School	N/A		N/A			N/A		N/A		
Social Studies 6	School	N/A		N/A			N/A		N/A		

Performance Measure	Results (in percentage)						Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			

Comments

The Montessori curriculum helps build human connections and an understanding that we are all interconnected and interdependent. Students learn and explore the world and all its people historically through to present day as well as understand the changes our world has been presented with. 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. There is an intrinsic vision for the Montessori program such that it should have an emphasis on peace education – peace from the perspective of inner peace and peace with others.

Strategies

- At CVMS, student days are structured so that learning is self-directed based on developmental need and personal passions/interests. This helps to instil and nurture a passion for and positive experience of learning for learning's sake. Students thus equipped are well prepared for lifelong learning.
- Student days are structured around two approximately 3-hour work periods. This structure supports a cycle of work that has been scientifically proven to be optimal for maximum student learning.
- At CVMS, using the Montessori method, children are offered lessons that enable them to derive theories for themselves rather than just memorize them. This develops skills related to critical thinking and problem solving, skills that will continue to serve our students after they leave our classrooms.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities with only K-9 schools)</i>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			

<p>Comments</p> <p>While our teachers will guide the curriculum and instruction offered, children in our Montessori classrooms have the primary responsibility for their learning. Within the weekly meetings and discussions with students from their various work portfolios, goals for their work are discussed with students and the guides follow up with students as to the agreed upon goals and timelines They will thus be better prepared for learning independently once they go on to post secondary institutions.</p>
<p>Strategies</p> <ul style="list-style-type: none"> • Strive for a better understanding learner needs through the collection of meaningful data by way of encouraging survey participation from students, teachers and families to understand and respond to the strengths and needs of individual students • Implementation of Montessori Compass – software new to CVMS for 2019-2020 with the ability to more effectively track lessons and record relevant student progress • Access to parent portal to improve communication with families planned for Winter 2020 • New Educational Assistant position is providing learning support systematically throughout the 1-6 program for at risk students • Goals of high expectations: a culture of high expectations begins with an accessible curriculum and meaningful and relevant learning experiences whereby with the right instructional supports, every learner can be successful <p>CVMS supports the whole child, helping children at all stages of development become capable, independent, collaborative lifelong learners</p>

Notes:

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

Outcome Two: The systemic education achievement gap between First Nations, Metis and Inuit students and all other students is eliminated

Comments

While we currently do not have any self identified First nations, Metis or Inuit students at our school, we would continue to monitor these children as any of our students to ensure growth and academic success in our program.

Elementary students follow our Montessori cosmic curriculum focusing on the interconnectedness of all the earth's people and elements. Our appreciation for all cultures and global perspective provides students with opportunities to understand aboriginal cultures. Students and families are embraced and respected for all diversified cultural backgrounds. The child's individuality as a focal point to our program celebrates the differences among our children.

Strategies

- Create an enhanced library collection of FNMI literature by culturally diverse and aboriginal authors for storytelling, research and general enthusiasm for reading integrated into our daily methodology
- 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
- Offer movement breaks and routines, programs such as drama and outdoor education as well as learning while moving — as research shows these programs engage and heighten academic success in schools among all cultural backgrounds.

Outcome Three: Alberta’s education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			

Comments
Strategies
<ul style="list-style-type: none"> The prepared Montessori classroom environments at Cochrane Valley Montessori helps foster both a belief in and the practice of social skills that affirm the importance of caring for others, learning respect for others, and being treated fairly at school. It is a core Montessori belief that children learn in a social environment that fosters constant interactions with peers, teachers and other adults. It is through constant social negotiations that lessons of independence and interdependency are instilled. Acts of harassment, bullying, intimidation or discrimination based on a person’s actual or perceived sexual orientation, gender identity or gender expression are addressed taking into consideration the student’s age, maturity and individual circumstances. Continued professional development for staff ensuring current best practices in employing strategies that foster an environment that values and supports diversity and learner differences Through a culture of embracing diversity, CVMS teaching faculty and administration create a sense of belonging for all learners and their families CVMS is committed to defining appropriate terms, behaviours and actions to promote greater awareness of, and responsiveness to, the effects of anti-LGBTQ+ harassment and exclusion Proper safety, security and supervision practices are always followed Policies and procedures are in place relating to school safety, health and safety, student code of conduct and an inclusive learning environment Practical life lessons at the Elementary level demonstrate and allow children opportunities to learn social skills related to grace and courtesy, respect for others, peace education, and conflict resolution. Our site has constant front-end supervision to ensure the physical safety of all children, teachers and parents while on site. We institute signing-in and signing-out procedures for all visitors to the school. <p>We practice fire drills, and all other required emergency preparedness procedures are being implemented. Fire Inspections and emergency procedures have been done and are being implemented with the students.</p>

Notes:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			

Comments

Strategies

- Our teachers engage in Professional Development that develops their professional knowledge in relation to current best practices in education. A minimum of three Professional Development days have been set aside in our school calendar for this purpose. Teachers are encouraged to participate in individual opportunities to expand their knowledge through financial and time assistance from the school.
- Our teachers offer curriculum that presents the Alberta Program of Studies in a very meaningful, contextualized way, using the Montessori lessons as the framework. These lessons present all learning from the 'big picture', global perspective first, then proceed to examine the 'parts', always returning to the view of the 'whole'. The spiral offers an effective metaphorical image of the Montessori approach to learning: concepts are presented from whole to part to whole.
- Our multi-aged social learning environment will offer students opportunities for mentoring and leadership at every age. This will support the development of knowledge, skills and attitudes relating to leadership and self-confidence that will serve them well as future participants in the social and economic life of Alberta.
- CVMS administration is committed to supporting guides, teachers and assistants in their classroom planning and personal professional development. The administration ensures that all guides access the resources/supports they require for each Montessori child to experience success
- Regular staff meetings between the administration and guides/teachers are scheduled every two weeks. In addition, individual, one-on-one formal meetings are conducted three times per year. These meetings include the development of a Teacher Professional Growth Plan (TPGP) which is followed up and reviewed each subsequent term
- All teaching faculty demonstrate the Alberta Teaching Quality Standards and expectations are reviewed each year with staff in relation to their TPGP

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

Outcome Five: Alberta’s education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students indicating that their school or schools in their jurisdiction have improved or stayed the same the last three years.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			

Comments

CVMS works to maintain strong partnerships with families and stakeholders by sharing Board information and educational parent information through the newly-forming Parent Advisory Committee (PAC), electronic school newsletters and regular parent meetings/presentations and community events.

Our school is committed to long-term sustainability and our administration examines policies and procedures for best practice in all areas including health and safety, technology, regulatory requirements and professional development. CVMS introduced a Board of Directors comprised of diverse representation program alumni and community members a large committed to Montessori education. In addition, the principal has a non-voting position on the CVMS Board.

Strategies

- CVMS is committed to pursuing connections and relationships with post-secondary institutes, including Universities and Montessori teacher-training institutes. We are committed to furthering the professional growth of our own teachers. We are also interested in developing the Montessori knowledge and insight within the Calgary and surrounding area.
- Our teachers complete yearly Teacher Professional Growth Plans to facilitate ongoing development in their knowledge, skills and attitudes as professional teachers.
- Our school will be pursuing Canadian Council of Montessori Administrators (CCMA) accreditation from its inception. This involvement with a reputable Montessori organization will encourage us to continually be improving and reflecting on our professional identity.
- Our school will ensure all criteria are met or exceeded to maintain its status as an accredited private school in Alberta.
- A Parent Society is being formed that advises the Board of Directors regarding the implementation of the school vision.
- Board members will attend Parent Society meetings, and parents will attend Board Meetings. Thus, there will be a continual sharing of information between all the stakeholders at CVMS: shareholders, the Board of Directors, and the Parent Society.
- Parents and stakeholders to date have been happy with our program and the success of their children at our school. Some parents have “stuck with us” for over 3 years now and have given us indications that they will be with us next year.
- The advent of a new PAC has parents excited about the input they will receive from being involved with our school.
- While most parents understand the importance of facilitating children’s independence, self-reliance and resiliency, parents understand for pedagogical reasons, parental involvement in the day to day routine of the classroom parental involvement is minimal.

- Parents at CVMS are welcome to observe in their child's classroom, participate in student led conferences throughout the year with their child and help with any "off site" field trips or elementary "going outs"

Notes:

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

SUMMARY OF FINANCIAL RESULTS

Summary of Financial Results 2018/2019

	Amount	Contextual Information
Revenue Summary		
Alberta Education	n/a	Newly accredited 2019/2020
Tuition	n/a	
Non-Instructional Fees	n/a	
Other	n/a	
Total Revenue	n/a	
	Budget Amount	Contextual Information
Expense Summary		
Salaries and Benefits	n/a	Newly accredited 2019/2020
Services, contracts and supplies	n/a	
Amortization	n/a	
Total Expense	n/a	
Total Revenue Less Expense	n/a	

BUDGET SUMMARY 2019/2020

Budget Summary 2019/2020

	Amount	Contextual Information
Revenue Summary		
Alberta Education	\$ 215,631	28 Students (ECS – Gr. 6)
Tuition	\$ 68,450	
Non-Instructional Fees	\$ 0	
Other	\$ 0	
Total Revenue	\$ 284,081	
	Budget Amount	Contextual Information
Expense Summary		
Salaries and Benefits	\$ 105,244	
Services, contracts and supplies	\$ 161,325	
Amortization	\$ 10,600	
Total Expense	\$ 277,169	
Total Revenue Less Expense	\$ 6,912	

Summary of Facility and Capital Plans

CVMS consults with the Town of Cochrane and our current landlord to propose improvements to the building. These efforts are undertaken in a careful and methodical manner to ensure that all stakeholders agree with the school's proposed physical changes and further development to the building. Plans always evolve to further accommodate growth and expansion of the programs.

Parental Involvement

Parent members of CVMS 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 CVMS including the administration, guides/teachers and assistants, the Board of Directors, parents and students.

Parent Advisory Committee (PAC) Involvement

Information about plans, goals, outcomes and programs at CVMS is shared regularly during monthly PAC meetings. 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 provided information by the administration regarding the direction the school is taking. This includes the future Provincial Achievement test results, school planning and stakeholder initiatives, professional development plans, budget implications and new provincial requirements and initiatives. Parent questions are answered verbally and/or in print form. Feedback is encouraged and is addressed in a timely manner.

Timelines and Communication

CVMS Board of Directors approved the school's Three Year Education Plan in February, 2019. It was submitted to Alberta Education as part of our accreditation documentation.

This year's Three Year Education Plan/AERR target document will be available to parents via our school website.

Members of the public have access to the Three Year Education Plan/AERR on the school's website as well.

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.