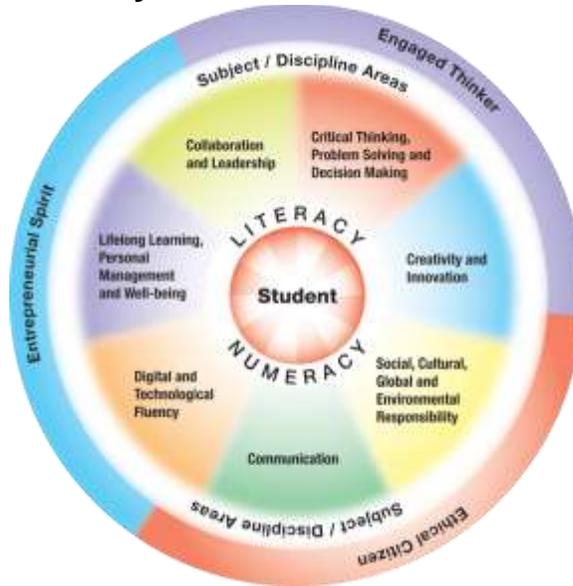


Cochrane Valley Montessori School (CVMS) - A.0307

Three Year Education Plan 2021-2022 to 2023-2024

In operation for one year-newly monitored in March 2021 by Alberta Education

21st Century Framework for Student Learning



Accountability Statement

The Education Plan for 1620215 Alberta Ltd. o/a Cochrane Valley Montessori School commencing September 1, 2021 was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the *Private Schools Regulation* and the *Education 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 approved the Education Plan for 3 years on May 31, 2021.

Board Chair - Alice Simmons

Cochrane Valley Montessori School

Our school has participated in the rigorous process for accredited funded status in 2018/2019 school year and now has operated for one year. This year we also successfully participated in a one-year monitoring process in March 2021 by Alberta Education.

The CVMS Board has planned for educational growth and implementation in this year's Educational Assurance Plan using the information deemed from 2019 Annual Educational Results Report as well as for the three years commencing September 1, 2021 for Cochrane Valley Montessori School. CVMS is following the guiding principals of the new [Assurance Framework](#) of Alberta Education. It is committed to implementing the strategies contained within, to improve student learning and results.

Assurance Framework from Alberta Education

Overview

Since the introduction of the current **accountability framework**, the education system has continued to evolve, as has the thinking about the best ways to support continuous improvement and to build public trust and confidence in the quality of education provided. Over the years, education partners have been engaged on how to enhance the current **accountability framework** within the context of system improvement and enhanced public confidence.

Through this work, it has become clear that our current approach to **accountability** must broaden to encompass both the relationship between school authorities and the department, as established in legislation and policy, and demonstrating to stakeholders and the public that the education system is meeting the needs of students.

A broader and more balanced approach to **accountability** will result in enhanced public **assurance** and is the basis of the **Assurance Framework**. In this framework, all education stakeholders accept responsibility for building capacity of the education system — in classrooms, schools, school authorities and in government. Ensuring continuous improvement throughout the system necessitates a collective approach that recognizes diversity within Alberta, relies on evidence to make decisions, and is responsive to the needs of students in their local contexts.

The **Assurance Framework**, developed collaboratively with education partners, outlines key guiding principles, **domains** and processes for enhancing public trust and confidence that the education system is meeting the needs of students and students are successful.

Guiding Principles for Assurance

The guiding principles below describe the ideals that all education partners must embrace to ensure sound and consistent decision-making in all area's **assurance** is provided.

Public **assurance** providers:

- Recognize that all education partners, each with unique contributions, share responsibility for **student** growth and achievement.
- Build professional capacity and a commitment to continuous improvement.
- Facilitate communication and the ongoing engagement of all education partners in respectful collaborative action.
- Engage regularly with education partners, across the spectrum of public engagement strategies (informing, consulting, involving, collaborating and empowering);
- Acknowledge that communication must be a constant throughout the engagement process.
- Consistently use evidence from a variety of sources to ensure responsive and transparent decision-making.
- Reflect local and societal contexts, enabling innovative and flexible responses in classrooms, schools, school authorities and the government.
- Recognize the unique learning needs of students and foster equitable and inclusive learning environments.
- Commit to demonstrating fiscal responsibility and effective stewardship of resources in supporting system/**student outcomes**; and

- Provide a structure to ensure that what is measured and reported is consistent with the best interests of **student** growth and achievement, and the goals of education in the province of Alberta.

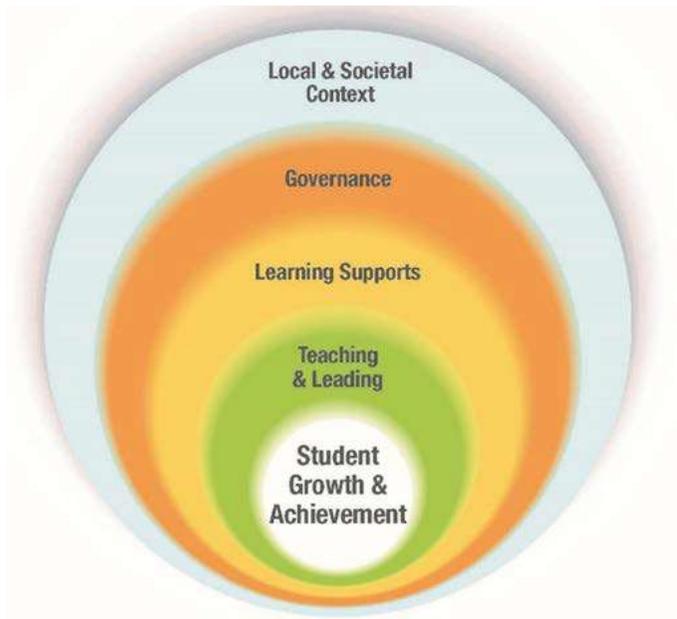
Assurance Domains

Assurance in the education system happens when community members, system stakeholders and education partners engage across five **domains**:

- **Student** Growth and Achievement;
- Teaching and Leading;
- Learning Supports;
- Governance; and
- Local and Societal Context.

For the purposes of this document, a **domain** is an area of activity where education partners have specific responsibilities that they are accountable for and provide **assurance** about. Fundamentally, **assurance** is reflected in what the public understands, perceives and knows about **student** growth and achievement, where the quality of the daily interaction between teacher and **student** is paramount. Assuring the public that the education system is successfully supporting **student** growth and achievement requires

engagement and thoughtful action across all five **domains**. **Student** growth and achievement is the primary purpose of the education system and is the core outcome **domain** for the **assurance** framework. The **domains** of Teaching and Leading, Learning Supports and Governance support and enable **Student** Growth and Achievement. Local and Societal Context while a separate **domain**, operates across and is integrated into the others. For the purposes of description, the **domains** are considered discrete and separate. However, in practice, they overlap and are interconnected and interdependent, as depicted in the graphic above.



School Authority Planning & Reporting

Pursuant to the *Government Organization Act* and the *Education Act*, and to operationalize the **accountability** relationships and processes established in provincial legislation this section contains the **Minister's** requirements for school authorities' education plans and annual education results reports (AERRs).

The planning and reporting processes that school authorities use should reflect the guiding principles, **domains** and enabling processes outlined in the **Assurance**. Effective planning and results reporting occurs in a continuous improvement cycle and are integral to school authority **accountability** and **assurance**. The planning and reporting cycle (see graphic to the right) involves:

- Developing/updating plans based on results, contextual information, input from stakeholders, and provincial direction
- Preparing budgets that allocate or re-direct resources to achieve priorities and meet responsibilities
- Implementing research and practice-informed strategies to maintain or improve performance within and across **domains** and focused on **student** growth and achievement
- Monitoring implementation and adjusting efforts as needed
- Measuring, analysing and reporting results
- Using results to identify areas for improvement and to develop strategies and targets for the next plan (i.e. **evidence-informed** decision making)
- Communicating and engaging with stakeholders about school authority plans and results throughout the process.



Profile of our School Authority

CVMS is a not-for-profit independent school offering kindergarten and elementary programs, inclusive education for special needs students as well as pre-kindergarten programs for three and four-year-old children.

Currently our school comprises 15 pre-kindergarten children, 4 kindergarten children and 7 elementary students in grades one through six. At the pre-kindergarten 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. 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 courtesies 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. Our school continues to work towards accreditation by the Canadian Council of Montessori Administrators ("CCMA"). To this end, the school strives to hire faculty with an Alberta Teaching Certificate and MACTE accredited Montessori training.

As an Accredited Funded Private School, we follow the Alberta Program of Studies using our Montessori methodology.

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 our local community, which is a mandate across our province. We are continuing to provide opportunities to the community to 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 staffing for both Montessori trained teachers as well as 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 continue to balance enrolment and new staff to ensure expertise and quality in both areas. We ensure our new staff are aware of the need to continue their professional development so that their knowledge of our Montessori values and beliefs are current with our methodology and at the same time we update our staff regardless of their expertise the in expectations of our society with regards to Alberta Education.

Ensuring professional development – To ensure a 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 our alignments as a resource to help guide our work and aid in articulating professional development needs.

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 governance, Montessori and Alberta Education practices.

Engagement:

Parent Advisory council(PAC) engages with CVMS providing opportunities for dialogue around school operation, school plans and budget, as well as ongoing dialogue regarding student growth and achievement.

Anecdotal conversations help us as staff in our school to be able to gain a rapport with our parent and family community. We speak to parents daily at the door and out on the sidewalk when greeting every student.

Parent Education nights/ Student led conferences are essential to a Montessori setting. Since, in many cases, we are guiding children very differently to the way in which parents were educated, we strive to teach parents in the same manner that their children are being taught. We spend these subject area nights, setting out materials on tables and doing lessons so that parents can become the children and they begin to see how the materials work from the adult frame of reference. Student-led conferences give our parents an opportunity to be taught by their child. The child sets up the plan of the concepts and materials that they will use to teach their parents as the children become masters of the work when they teach it to someone else.

Teacher/ Parent collaborative conversations that bring together staff and parents around a strategic topic. Feedback from the conversation helps to inform next steps in support of students. Examples of recent topics include: literacy, numeracy and student enrolment and facility sustainability for alternative solar energy. We have just started these sessions this year and parents have found them helpful, so we plan to continue with them in the fall.

Inclusive Education consultations: These consultations are composed of families, staff and community members, providing ongoing feedback to help inform the delivery of inclusive education in our school. We have just started these PAC sessions this year and parents have found them helpful, so we plan to continue with them in the fall.

Elementary classroom meetings are a student group meeting where there is a secretary and a meeting chair. There is a journal in the classroom where students can add to the agenda for that weekly group meeting. They can include both beefs and bouquets. For any beefs, our classroom chair will ask for ideas from the group as to how to solve the problem and then a vote is taken on the best one.

Spanish as a Second language pilot is a program that we began at Christmas time this last year and are evaluating the effectiveness of having a second language in our program. We will continue to offer this program next year to give it a full year and to get feedback from our families as to whether they see having Spanish as a second language is beneficial for their children's education.

Cochrane Community Historical context work-Cochrane Cattleman's Historical Association. Cochrane Valley Montessori staff and parents were concerned that their children need to have more history of their own community within the programming. So, we teamed up with this organization here in Cochrane to have them help us research and guide us through not only the artifacts within the museum but the artifactual buildings within our town and what they would have been used for when Cochrane first became a town. There is such a wealth of information from our local Seniors on the Bow organization that could help us with family stories to further our research and learning material making.

As an extension of this project, we are investigating the idea of contacting a local resident; Val Wilson to work with her at her old homesteading site as well as an old school site where the school foundation and water pump still exists on her property. We are in the beginning stages with her to investigate the idea of a historical outdoor classroom.

The possibility of partnering with other Montessori schools in the Calgary area to facilitate the above project could also be an option.

Outcome One: CVMS students are successful.

Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard and the overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort).

Due to the pandemic and optional requirements set out by Alberta Education and special needs situations, we have planned to create our own local measures this year.

Overall teacher, parent, and student agreement that students model the characteristics of active citizenship.

Outcome: Student success will dynamically set our program on a path towards improvement and goal setting.

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.

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.

Strategies: Though we currently offer Grades 1-6 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.

CVMS will evaluate the Math Intervention Programming Instrument (MIPI) as a source of evidence for identifying gaps in learning for students to inform programming and interventions requiring teacher made Montessori lessons in specific areas.

Measures: Student Growth and Achievement;

Provincial Measures

Student Learning: Our intention is to participate and complete the student learning assessment (SLA) Grade 3 and provincial achievement tests (PAT) Grade 6 from Alberta Education during the year 2021-2022 should our enrollments warrant it for those grade levels.

Local Measures

Early Learning-Early Years Evaluation (EYE)-It is our intention to assess our primary children (ie: ages 4- and 5-year-olds) in the early intervention factors of Cognitive, Adaptive, Physical and Social/Emotional domains. Not only will we look at individual attributes for planning but also scores that will rate our total program effectiveness.

For the 2021-2022 school year we will also look at using the CC3 from the University of Alberta to look at the gaps in children's learning because of the pandemic situation. If this gives us the information we expect, we will plan for its use in subsequent years.

Classroom measures

In addition to the grade 3 and 6 assessments, at the elementary level we will also assess for success in literacy using Jerry Johns Reading Assessment, Diagnostic Writing Assessments (DWA). Using the Fountas & Pinnell Benchmark Assessment System (BAS) literacy assessment tool to determine student literacy levels and inform interventions monitoring for growth.

In the area of numeracy, we will use the local measure of MIPI and Munroe Sherman mathematical ability assessment.

<p>Safe and Caring Learning Environments</p> <ul style="list-style-type: none"> • Maintain an intentional focus on the safety and well-being of staff and students throughout the school year and the unique circumstances of a pandemic. <p>Specialized Supports</p> <ul style="list-style-type: none"> • Work with school leaders and staff from Specialized Learning Supports to evaluate the delivery of services under the current funding structure. <p>Community Partnerships</p> <ul style="list-style-type: none"> • Continue to work strategically with community partners around how they can remain connected with students and families in safe and meaningful ways during the pandemic. 	<p>Citizenship: Survey results showing teachers, students and parents agreement that we model the characteristics of active citizenship.</p> <p>Student Learning Engagement: Cvms will create a photo journal with statements to our teacher, parent and student agreement that students are engaged in their learning at school.</p> <ul style="list-style-type: none"> • Teaching and Leading; • Education Quality: Survey results showing Teacher, parent and student satisfaction with the overall quality of basic education. <p>CVMS will provide a summary demonstrating how the school authority met its responsibility as outlined in Teacher Growth, Supervision, and Evaluation Policy, Section 1 (e), providing information summarizing implementation of their local policy</p> <ul style="list-style-type: none"> • Welcoming, Caring, Respectful, and Safe Learning Environment: <p>Survey to provide results of teachers, parents and students agreement that learning environments are welcoming, caring, respectful and safe.</p> <p>See our Covid response plan for re-entry (attached) Scenario 1 Scenerio2 Scenerio3</p> <ul style="list-style-type: none"> • Access to Support & Services: Results and evaluation statements of teacher, parent and student agreement that students have access to the appropriate supports and services at school and students
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Outcome Two: First Nations, Metis and Inuit students at CVMS are successful.

<p>Comments: 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.</p>	
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<p>Strategies</p> <p>CVMS ensures all students teachers and school leaders learn about First Nations, Inuit and Metis perspectives and experiences, treaties, agreements and the history and legacy of residential schools. Through:</p> <ul style="list-style-type: none"> • creating 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 • ensuring 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 • offering 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. 	<p>Measures</p> <ul style="list-style-type: none"> • Alberta Education Accountability Pillar <p>Local Measures</p> <ul style="list-style-type: none"> • Stakeholder voice (survey): families, students, staff
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Outcome Three: CVMS has excellent teachers, school leaders and school authority leaders.

Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies including fine arts, career, technology, health and physical education.

<p>Outcome: CVMS will provide welcoming, high quality, learning and working environments towards meeting the needs of each student.</p> <p>Comments: 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.</p>	
<p>Strategies:</p> <p>Our teachers complete yearly Teacher Professional Growth Plans to facilitate ongoing development in their knowledge, skills and attitudes as professional teachers.</p> <p>Our school will be pursuing Canadian Council of Montessori Administrators (CCMA) accreditation. This involvement with a reputable Montessori organization will encourage us to continually be improving and reflecting on our professional identity.</p> <p>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</p>	<p>Measures</p> <p>Alberta Education Accountability Pillar</p> <p>Local Measures</p> <ul style="list-style-type: none"> • Feedback Survey • Online teacher focus groups

participate in individual opportunities to expand their knowledge through financial and time assistance from the school.

We participate in teacher's convention each year for all our staff and our school provides funds for our teachers and support staff to participate.

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.

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 to, 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

Outcome Four: CVMS is well governed and managed.

Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.

Overall teacher, parent and student satisfaction with the overall quality of basic education.

Overall teacher and parent satisfaction that students are taught attitudes and behaviours that will make them successful at work when they finish school.

Overall teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

Overall 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.

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 a diverse representation of program colleagues and community members-at-large committed to Montessori education. In addition, the principal has a non-voting position on the CVMS Board.

Measures

Alberta Education Accountability Pillar

Local measures

- School Feedback Survey

- Stakeholder voice: families, students, staff

Strategies: 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.

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.

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.

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.

Our new PAC has parents excited about the input they provide 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”

Ongoing Engagement and Communication with Educational Stakeholders

- Continue to intentionally engage with stakeholders to inform the work and gain feedback, including discussions, parent education conversations and a survey.

- Reimagine events or celebrations to reflect a COVID-19-safe way of doing.
- CVMS will continue to engage with families around their planning and reporting cycle, including budget planning and results reviews.

Ongoing Transparency and Accountability using an Evidence-Based Decision-Making Approach to Reporting and Actions

- Continue discussions around key areas of this plan. For the 2021-2022 school year, information will be provided around the following: Literacy; Numeracy; First Nations, Métis and Inuit presentations and collaborations; Re-Evaluation of CVMS COVID-19 protocol plans; Early Years planning and data collection and Mental Health.
- Support an implementation of the growth and intentional marketing plan to attract students. The intent of the approach is to provide long term sustainability, equitable access to high-quality learning environments and less potential of disruption for families.

Ongoing Engaged and Effective Governance

- Support the work of CVMS to ensure school methodology alignment with new provincial curricula.

IMPLEMENTATION PLAN

1. The key strategies in the 3YEP are implemented throughout our school and are reported on in the Annual Education Results Report(AERR) as part of the planning and reporting cycle. These strategies are informed by CVMS’ [2019-2020 AERR](#) along with ongoing engagement with students, families and stakeholders and consideration of Alberta Education’s 2020-2023 Business Plan. These plans are focused on supporting student success and have been developed around this 3-year education plan. For this year, plans also reflect the unique circumstances of the global pandemic.
2. Engagement with stakeholders remains a key means of gathering feedback and the CVMS is committed to continuing to seek the voice of parents, staff, students, and community despite the social limitations of the pandemic.
3. Additionally, during 2021-2022, CVMS will continue to place the support of our students as a priority. CVMS will continue to evaluate our plans for the continuation of in-person learning as we work through the policies of our re-entry priorities for the second year of this pandemic and support family choice, continuity of learning and the safety of our students.

Parental Involvement

CVMS is a small school by design. The Parent Advisory Committee (PAC) contribute via consultation in long range planning and special events planning for the school.

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.

The 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 May 2021. It will be reviewed through the year and approved once again in November 2021 as a process towards the AERR document.

This [Three-Year Education Plan](#) document is available to parents via our school website as well as upon request.

Members of the public have access to the [Three-Year Education Plan](#) on the school's website as well.

2021-2022 Budget

A summary of the CVMS 2021-2022 Budget can be accessed at [2021-2022 Budget Summary](#) .