

# Cochrane Valley Montessori School (CVMS) -A. 0307

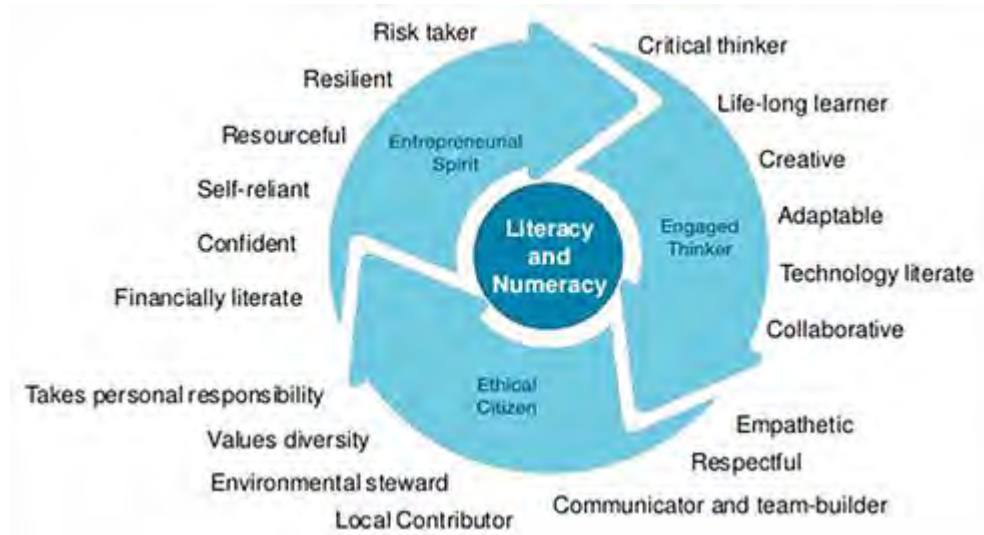
## Annual Education Results Report 2022-2023

### 21<sup>st</sup> Century Learner



*Literacy First: A Plan for Action p. 2  
Alberta Education 2010*

Figure 1



## Message from our Board of Directors

Cochrane Valley Montessori School has provided alternative Montessori education to the Town of Cochrane and the surrounding area for 9 years. It is committed to serving the families and community that have considered a Montessori education for their children as an alternative educational methodology.

The Board has used the approximate targets reported in our accreditation Education Plan documentation to the best of its abilities for the three years commencing September 1, 2023, for Cochrane Valley Montessori School (CVMS). It is committed to implementing the strategies contained within our 3-year education plan to improve student learning.

### Accountability Statement

This document was prepared under the direction of the Board of Directors and are in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans.

The Board approved this Annual Education Results Report for the 2022/2023 school year on December 3, 2023.

Alice Simmons – Chair

December 3, 2023

## **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 is definitely increasing at a steady rate and our enrollments have increased in the last year alone, we are continuously looking towards future growth. Even lately, we are hearing from new parents about wanting to have this program for their children. We are excited about this new surge of knowledge in the community. We still are known as the alternative educational source within the community. Families are learning that they now have educational choice, which is a mandate across our province.

Since August of 2019, our school has been receiving more inquiries from families either returning to Canada from abroad or from families planning to immigrate to Canada. As this process is lengthy before we see the children with their required documentation, we have noticed that families who initially inquire about our program are continuing to have conversations with us. As the Montessori philosophy is very well known globally, families are able to continue a Montessori education with us from their home country.

We are also seeing an increasing number of inquiries from families planning their move to the Cochrane area from elsewhere in Canada as well as within Alberta.

Offering Spanish as a second language is becoming more of a drawing card in our community than first expected. As our children are coming to us at a young age and now continuing with us into the elementary years, the consistency of providing the Spanish as a Second language throughout both our classrooms is happily accepted by many parents.

### **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. With the growth in our building, we have hired two additional new staff, one staff member with an assistant training in Montessori education in our CASA (ages 3,4 and 5) classroom and an additional classroom assistant to our one educational assistant for our elementary classroom. These staff members have Montessori assistants training that only helps to sustain the Montessori philosophy throughout the classrooms.

### **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 are now drafting alignments outlining Montessori curricula to Alberta Education Lower Elementary curricula just introduced during the last few years. Our staff are continually encouraged to become knowledgeable in the highest level of pedagogical professional development possible. Our preschool teacher will be completing her Montessori training in February 2024 to help with kindergarten as well as preschool outcomes within our fully integrated classroom.

We have reviewed the drafts of the Upper Elementary provincial program of studies and are excited to work with it to begin to work through Montessori alignments as the work becomes finalized at some point in the future.

## Required Alberta Education Assurance Measures - Overall Summary

### Measure Evaluation Reference

Fall 2023

Authority: 0307 1620215 Alberta Ltd.

### 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
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 62.15	62.15 - 67.21	67.21 - 77.26	77.26 - 82.01	82.01 - 100.00
PAT: Excellence	0.00 - 10.15	10.15 - 13.39	13.39 - 17.84	17.84 - 23.74	23.74 - 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
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

## Required Alberta Education Assurance Measures - Overall Summary

### Measure Evaluation Reference

Fall 2023

Authority: 0307 1620215 Alberta Ltd.

### 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)

### Notes:

- For all measures: 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%.

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Report Version 1.0  
Data Current as of Sep 07, 2023

4

### 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

## Domain One: Student Growth and Achievement

Authority: 0307 1620215 Alberta Ltd.

Province: Alberta

	1620215 Alberta Ltd. ECS					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	n/a	n/a	n/a	n/a	1	n/a	n/a	n/a	104,012	n/a	n/a	109,520	115,580
Acceptable Standard %	n/a	n/a	n/a	n/a	*	*	*	*	71.1	n/a	n/a	64.3	63.3
Standard of Excellence %	n/a	n/a	n/a	n/a	*	*	*	*	20.8	n/a	n/a	17.7	16.0

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

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16

### Comment on Results

As we are a small school, the number of students in Grade 3 and 6 we have in any given year are low enough that an average of their results would not provide the information we need for planning and engagement. As our population from year-to-year changes dramatically, and this last year was no different, we have become very personalized towards meeting the needs of the variability in our student population.

As we are an inclusive school, we are very aware of the particular needs of our students in relation to their abilities. We assess our students when necessary to provide for accommodations in their education so they may reach their full potential. As our methodology and unique opportunities for direct observation of student's engagement of their learning, we can provide for individual planning and programming. Research shows that learning using the hand is beneficial to the development of student capacities and the learning materials we use help to strengthen learning and practise for each student.



Throughout the year, students make comments as they are working in the classroom.

Our program allows students to ask for lessons when they are engaged and want to learn and do what their friends are doing. Our students continually comment, when asked to get a specific material from the shelf, "Finally, I get to use this, I have been waiting for ever!". There is an order to our work and prerequisites are important to student success. Another student commented, "I did it, I don't have to use materials anymore, yeh!!!" This person had been doing long division with materials for many years to get to this point.

As our students plan and learn to make choices so they learn to become accountable for their goals and work achievements in our classrooms, another student commented, "This is easy, why did I wait for this review lesson, I get it! This is what happens when I concentrate!"

"I get to do what I want to do; I get to choose, and it is so different here than my other school!" commented another student. This child's weekly meetings are always very positive as the rigour and accountability is there.

Freedom and responsibility go hand in hand with our program and students comment so others will understand what this rigour means in our classroom. Our weekly meetings and whole classroom meetings accommodate for giving our students a voice in their routine.

## Strategies

Our school programming begins at a very early age and locally, we now plan for Early Years Intervention (EYE) strategies based on EYE data. We research, with the help of our young children, following them throughout their time with us revealing how their development and rate of success in the early years can provide feedback their programming in the elementary years after ages 3, 4 and 5.



This last year we had our second complete year of beginning and end of the year assessments on our young children. These assessments measure many factors of a child's developmental rate in the early years. The Cognitive and Affective domains, Speech and Language proficiency, Physical Growth and Social/Emotional development.

Even as a result of COVID, we learned through gathering this data that everyone of our children progressed a year or more in everyone of these domains. The children that showed gaps at the beginning of the year were able to overcome their gaps by the end of the year. This shows that consistency of learning, engagement and teachers observing and documenting as time goes forward. Early interventions programming and evaluation help us to provide for meeting student needs as they enter Grade One and we can be prepared for meeting student accommodations should they be necessary. We have also been able to validate the programming we are giving our children. We know that what we are doing is valuable for our students, but now the data we are collecting over time is also telling us it is good for kids.

We also have different evaluation strategies throughout the elementary years to summarize the rigour we have established for students to meet or exceed the provincial outcomes through the use of local measures. In Gr 1 to address gaps in children's needs we meet provincial expectations by assessing with the Letter Name-Sound Test (LeNS) that watches for letter/Sound recognition. The Castles and Colheart Test 3 (CC3) which addresses sight word and phonetic word recognition and the Provincial Numeracy Screening Assessment which addresses gaps in numeracy at the Gr 1 level.

	2022-23				2023-24				2024-25			
	Gr 1	Gr 2	Gr 3	Gr 4	Gr 1	Gr 2	Gr 3	Gr 4	Gr 1	Gr 2	Gr 3	Gr 4
Total number of students assessed at beginning of school year (Gr 1 in January)	5	N/A	1	N/A								
Total number of students identified as being at-risk in literacy or numeracy on these initial assessment(s)	4	N/A	1	N/A								
Total number of at-risk students in literacy who received ONLY literacy intervention programming	4	N/A	1	N/A								
Total number of at risk students in numeracy who received ONLY numeracy intervention programming	5	N/A	1	N/A								
Total number of at-risk students in literacy and numeracy who received BOTH literacy and numeracy intervention programming (i.e., the same student received both literacy AND numeracy programming)	4	N/A	1	N/A								

	2022-23				2023-24				2024-25			
	Gr 1	Gr 2	Gr 3	Gr 4	Gr 1	Gr 2	Gr 3	Gr 4	Gr 1	Gr 2	Gr 3	Gr 4
Name of Alberta Education-provided or approved literacy screening assessment(s) used	LENS and CC3	N/A	LENS and CC3	N/A								
Total number of students identified as being at risk in literacy on initial assessment(s) (beginning of year or January for Gr 1)	4	N/A	1	N/A								
Total number of students identified as being at risk in literacy on final assessment(s) (end of year)	2	N/A	1	N/A								
Average number of months behind Gr level at-risk students were at in literacy at time of initial assessment(s)	12	N/A	24	N/A								
Average number of months gained at Gr level by at-risk students in literacy at time of final assessment(s)	8	N/A	12	N/A								

Intervention strategies that proved most effective in addressing learning gaps in literacy.

Direct teaching of phonograms, blending of sounds and word building proved very effective. Use of manipulatives through moveable alphabets when word building. Using picture cards and matching word cards to help with mastery and self-confidence when reading words.

Consistent reading of Fountas and Pinnell labelled books, good literature and books that were deemed at the children's level of decoding and literary meaning each day.

Home reading program helped so parents were involved in their child's reading program.

Building connections between writing and reading helped children to sound out words as they were writing while reading.

Use of picture books so the children could "read" the story through the pictures before they delved into decoding the text.

	2022-23				2023-24				2024-25			
	Gr 1	Gr 2	Gr 3	Gr 4	Gr 1	Gr 2	Gr 3	Gr 4	Gr 1	Gr 2	Gr 3	Gr 4
Name of Alberta Education-provided or approved numeracy screening assessment(s)	Provincial Numeracy Screening Assessment	N/A	1	N/A								
Total number of students identified as being at risk in numeracy based on initial assessment(s) (beginning of year or January for Gr 1)	4	N/A	1	N/A								
Total number of students identified as being at risk in numeracy based on final assessment(s) (end of year)	2	N/A	N/A	N/A								
Average number of months behind Gr level at-risk students were at in numeracy at time of initial assessment(s)	12	N/A	24	N/A								
Average number of months gained at Gr level by at-risk students in numeracy at time of final assessment(s)	12	N/A	18	N/A								

Intervention strategies that proved most effective in addressing learning gaps in numeracy.

Providing practise each day with basic facts.

Use of manipulatives for all work starting at the concrete level. Use of Montessori materials such as Golden beads, and stamp game to help with numeration and place values. Working each day on building numbers with manipulative, reading the numbers and finding the number cards by place value to be able to orally read the numbers created.

Use of materials when adding and subtracting. Writing the question with the use of colour for the place values. Drawing the questions and using stamps to stamp the question by place value so the categories are in order and make sense through the use of colour.

Direct teaching of strategies for problem solving and making use of classroom materials through the use of imagination to help to solve the problem. learning the various strategies and identifying when to use the strategies to solve specific word problems.

	2022-23				2023-24				2024-25			
	Gr 1	Gr 2	Gr 3	Gr 4	Gr 1	Gr 2	Gr 3	Gr 4	Gr 1	Gr 2	Gr 3	Gr 4
Actual number of certificated staff	1	0	1	0								
Actual total cost (\$) of salaries and benefits for certificated staff	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Actual number of non-certificated staff	0	0	0	0								
Actual total cost (\$) of salaries and benefits for non-certificated staff	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Actual total cost (\$) of materials and supplies	\$1,000	\$0	\$100	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total actual program cost (\$)	\$1,000	\$0	\$100	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

2022-23	<p>We provided extra support to the few children who needed it through internal use of staff as well as additional learning materials to supplement the direct teaching of areas where gaps were noted</p> <p>Within our program the use of materials is not new to our students and therefore the additional materials that were put on the shelf were of beneficial to all our children who knew how to use them</p> <p>As all our children use materials it was not out of the ordinary to place additional materials that would supplement learning needs on our learning shelves</p>
2023-24	
2024-25	

Within Grades 2-6, as our children progress through our elementary program we monitor how our children are doing now using the Jerry John's Reading Assessment, the Monroe-Sherman Mathematical Assessment, the Edmonton Spelling Assessment and the Diagnostic Writing Assessment. We are now beginning to create local measures for these as well. Our current 3-year Education Plan aims to provide for more local results post COVID. As we are a small school, our Alberta Education results are suppressed but we see individually that our students are improving as they work from the measures we are gathering in the classroom.



## A.6 Citizenship Detail

Authority: 0307 1620215 Alberta Ltd.

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

Student - Grade 4-6

		N	Yes %	No %	Don't Know %	Top 2 Box %
At school, are you encouraged to try your best	2019	n/a	n/a	n/a	n/a	n/a
	2020	n/a	n/a	n/a	n/a	n/a
	2021	2	*	*	*	*
	2022	4	*	*	*	*
	2023	4	*	*	*	*
At school, do most students follow the rules	2019	n/a	n/a	n/a	n/a	n/a
	2020	n/a	n/a	n/a	n/a	n/a
	2021	2	*	*	*	*
	2022	4	*	*	*	*
	2023	4	*	*	*	*
At school, do most students help each other	2019	n/a	n/a	n/a	n/a	n/a
	2020	n/a	n/a	n/a	n/a	n/a
	2021	2	*	*	*	*
	2022	4	*	*	*	*
	2023	4	*	*	*	*
At school, do most students respect each other	2019	n/a	n/a	n/a	n/a	n/a
	2020	n/a	n/a	n/a	n/a	n/a
	2021	2	*	*	*	*
	2022	4	*	*	*	*
	2023	4	*	*	*	*

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

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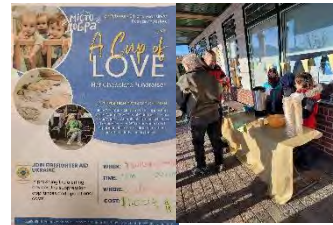
Report Version 1.0  
Data Current as of Apr 24, 2023

### Comment on Results and Active Citizenship

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. For example, our nation reached a milestone last year when our Queen passed away. The children could not believe that one person could reign over us for 70 years and then just pass away. We honoured her by eating scones and having high tea in china cups.



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 as well as peace with others. This last year peace around the world became a topic of conversation. There was no better time to participate in a service project to help the children of Ukraine build themselves a shelter in case of bombing attacks. With the help of the Fire Fighters Association of Alberta and Cochrane Fire Fighters, we had a Hot Chocolate Day at our school and raised money for an orphanage in Ukraine. They can now safely shelter if need be. They also have fire suppression units to help them if their building catches fire due to bombing.



Our Montessori elementary students engage in weekly meetings about their unfinished work and set goals for themselves with an adult guiding them for decision making. We have weekly classroom meetings with a chair and secretary so that students can discuss the goings-on in the classroom, and their situations. They develop plans for them as well as voting and planning of projects for special days. Through our lessons on grace, courtesy and resiliency, we model and observe for indications of vocabulary use in the classroom like please and thank you, helping in the classroom and spring cleaning around our parking lot. As part of our Wellness Club we engaged in many activities with Ms. Katherine, a child psychologist from Renfrew Educational Services, helping us to identify our feelings based on our bodily responses to emotions. We learned about square breathing to help calm ourselves in times of stress and also began to understand the behaviours of others and what we can do to help ourselves. This book has been very helpful to us in terms helping us choose to be resilient in times of stress.



Our children have daily duties that help to provide for our whole school. Items such as laundering single use bamboo hand towels, cleaning bathrooms and lunch duties allow our children to provide for a healthy environment for us all as well as take on responsibilities within the classroom.

We have gardens out the front of our school. The growing cycle from fall to spring to fall is a continual learning experience for our children in addition to the fun of getting their hands dirty. We are very surprised when stickers off a banana peel or a small pencil, don't compost within a year.



We are proud of our plan last year to lessen our environmental footprint by reducing our garbage to half a bag per week for our two classrooms. We compost our non reusable paper (cut into little pieces), our lunchtime or special day disposables and the use of our red wiggler worms in our classroom so that we have soil production once a year for our outdoor gardens. Last year, the flowers bloomed so that art projects could be created with them. The vegetables and specifically our potatoes were in abundance and the kindergarten and elementary students made Stone Soup after harvesting them.



We always have pumpkins every Halloween and our elementary children reuse the whole pumpkin except for the stem for the baking and mathematical connections within the classroom. Last year, we roasted and pureed the flesh of the pumpkin along with bananas, then the elementary children froze them. Skins were composted. Many cookies and breads were baked using it throughout the year in the classrooms.





Our school store, where parents donate used school clothing to our consignment section so that it can be washed, and then resold to younger children's families for school use has been a real hit. This year with the growth in our enrollment, many new families took advantage of the clothing our elementary children had made available, and we sold much of our inventory.

All our washrooms use bamboo paper towels, that are single use (Alta. Health is happy about this) re-useable and can be washed by students up to 60 times in a year. Less paper towels for the landfills.

This year the elementary children are researching the cost savings of this plan for our school! Also, re-useable rubber gloves are used by our children for bathroom cleaning duties with biodegradable cleaning agents such as baking powder and borax for disinfecting.

This last year we began opening up our classrooms to in person parent observations and parent conferences, so parents are now feeling more included in their school and classroom.

Through our grace and courtesy action planning, as well as our virtues education, we have now counted the puff balls from hearts from our Kindergarten and Casa classrooms helping us to gather data on the random acts of kindness throughout the year from our students. Between our two classroom we had over 6100 acts of kindness that were recognized by our small number of students. Students felt good about such a high number!

# Domain Two: Teaching And Leading

SECRET

## A.4 Education Quality Detail

Authority: 0307 1620215 Alberta Ltd.

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

Parent - Grade 4-6

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Your child clearly understands what they are expected to learn at school	2019	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2021	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2022	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2023	1	*	*	*	*	*	*
Your child finds school work challenging	2019	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2021	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2022	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2023	1	*	*	*	*	*	*
Your child finds school work interesting	2019	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2021	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2022	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2023	1	*	*	*	*	*	*
Your child is learning what they need to know	2019	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2021	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2022	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2023	1	*	*	*	*	*	*

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you with the quality of education your child is receiving at school	2019	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2021	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2022	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2023	1	*	*	*	*	*	*

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

**Comments:**

**Education Quality:**

Teachers and students participate yearly in a survey about the quality of education they feel is achieved. Parents also have the opportunity to take the survey from Alberta Education as well. Data within this monitoring is suppressed because we are such a small school, but the children often comment after they have completed the online survey about what they generally think about doing the survey. The often say, "I feel proud to have a voice" to those who review their answers. They say, "I feel lucky to give my feedback on my school and my learning." Even if they give negative answers they say, "I like the fact that I am listened to so that a plan can happen for change." Parents participate in our Parent Advisory Council and have an opportunity to hear what is going on in the classroom, participate in helping out and creating sideline projects that will influence the classroom and directly include parents within the classroom.

Our certified teachers provide yearly plans for their classrooms, teacher professional growth plans and teaching quality standard goals, strategies, and outcomes for the year.



Parents are now invited to visit with their child's teacher after report cards go home, either in person or through TEAMS meetings. They can use the on-line portal SEESAW to look at pictures of their children working in the classroom daily or whenever they wish and can also see communications from their teachers.

While our teachers guide the curriculum and instruction offered, children in our Montessori classrooms have the primary responsibility for their learning. Through setting goals at their weekly meetings, and discussing their portfolio work with their teachers, they can ask for review lessons and learn when they think they need review lessons. Their teachers, through observations, can



evaluate when to move forward with concepts and when to give accommodations. Art, music and drama are all integrated into the "big work" our children become engrossed in as they create projects, do research and present at parent conferences. Special events held throughout the year also highlight their art, music and drama efforts. They develop the necessary skills and attitudes towards their work that will prepare them for life-long learning. They will thus be prepared for learning independently once they go on to post-secondary institutions.

It is important, as part of working in our school, that teachers of a Montessori education understand the routines and values that are different within our Montessori program. We support all new certified teachers in gaining the Montessori diplomas necessary to be confident in teaching within our school. Last year, we provided our B.Ed teacher time and professional development funds to gain further knowledge through her Montessori certification.



Parents have commented on 8 different occasions during the last year that with the reports we provide using our methodology and the provision of parent education, they have been pleased with the learning their child has received as well as the fact that we provide the teaching and learning we say we are providing. At our International Day in our elementary room, we did presentations for our parents on the research we participated in. Tri boards were used to help with the displays in the preparations. We are now seeing that parents from the other Montessori preschool in Cochrane are seeking us out for our elementary program. Last year at year end we had 5 families who joined us from elsewhere in the community.



Students have been curious on 5 different occasions, as well as polling students enrolled with us coming from other schools, what would I be doing in another school if I did not have this material to work with? In recording the responses we know that our children not only attain success at the young age, but also through their smiles, that they are satisfied when they are successful. As they work through exploration with materials they are often able to take risks and therefore a small frustration can lead to exuberance when they reach their perception of mastery of a concept.

In reference to *Teacher Growth, Supervision, and Evaluation Policy*, Section 1 (e), our B.Ed certified kindergarten teacher is also working to attain her permanent professional teaching certificate and is supervised and mentored internally.

### Strategies

Last year was our fourth year as an accredited school with Alberta Education and we continue to receive positive comments from them that teachers were pleased with working at our school, and they were provided with the essentials to create a quality Montessori learning environment. Their ongoing reviews note that the evidence we provide leaves no doubt about the type of school we are and the programming and leadership that is provided to our students and teachers.

Our parent conferences are always well attended twice a year. Student led conferences in the kindergarten and elementary were 100% attended so their child's teacher could discuss what was happening in the classroom, the work their child was doing and their strengths and weaknesses that were addressed. Parents helped us by providing "wishes" that they wanted to see for their child in the next term going forward and the "stars" that they liked from their child's report and conference.

This year we were once again able to hold a kindergarten to an "in-person" Grade One parent meeting, enabling parents to make informed decisions for the next 6 years of their kindergarten child's education. They learned to work with the materials in the new classroom and understand more of the elementary methodology in a Montessori learning environment. 4 of the 5 kindergarten families attended the parent education.

## Outcome Three: Learning Supports

### H.1 Access to Supports and Services Detail

Authority: 0307 1620215 Alberta Ltd.

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

Parent - All

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
At school, there are appropriate supports and services available to your child to help with their learning	2021	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2022	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2023	1	*	*	*	*	*	*
When your child needs it, teachers at your child's school are available to help them	2021	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2022	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2023	1	*	*	*	*	*	*
You can get the support you need from the school to help your child be successful in their learning	2021	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2022	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2023	1	*	*	*	*	*	*
Your child can easily access programs and services at school to get help with school work	2021	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2022	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2023	1	*	*	*	*	*	*
Your child can get help at school with problems that are not related to school work	2021	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2022	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2023	1	*	*	*	*	*	*

**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Report Generated: May 27, 2023  
 Locked with Suppression for May 2023

Report Version 1.0  
 Data Current as of Apr 24, 2023

**H.1 Access to Supports and Services Detail**

**Authority: 0307 1620215 Alberta Ltd.**

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

Student - Grade 4-6

		N	Yes %	No %	Don't Know %	Top 2 Box %
Can you get help at your school with problems that are not about your school work	2021	2	*	*	*	*
	2022	4	*	*	*	*
	2023	4	*	*	*	*
Is it easy to get help with school work at your school if you need it	2021	2	*	*	*	*
	2022	4	*	*	*	*
	2023	4	*	*	*	*
When you need it, are teachers at your school available to help you	2021	2	*	*	*	*
	2022	4	*	*	*	*
	2023	4	*	*	*	*

**Comments**

**Welcoming, Caring and Safe Learning Environments**

Children have a voice and they like that they can open to everyone so that their voice can be heard. Respecting ourselves, other students and our environment is a mantra the children came up with that we hold dear.

Now that parents and visitors are welcomed into our school post Covid, and our children are feeling more comfortable with the world around them and they are much more relaxed and excited about new events happening, they get to see their friends, have playdates etc.

As we are such a small school, we are friends and cohorts with one another, and we all know one another, so safety with the world is not as much of a concern any more.

Administration leads very much with a transformative collaborative approach and voices are always heard with occurring, always heard on issues at staff meetings as we are small enough. We all have leadership qualities, and it is encouraged that teachers have the opportunities to take the lead when they would like to. Parents know that they will always get a response when they have a query.

**Access to Supports and Services**

Elementary students follow our Montessori cosmic curriculum focusing on the interconnectedness of 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.





Our elementary classroom has received both online learners, home schoolers and children from other countries as well as inclusive children and diverse learners within our CVMS family of learners. Tolerance, understanding, and individualized learning is an everyday occurrence in our classroom.

We have plans in our 3-year education plan to provide more local results going forward. We are now looking at curriculum alignments and seeing where our Montessori teacher made materials can be adapted to meet with indigenous perspectives at the elementary level. Our first great lesson now had an excerpt including not only the story of the Big Bang Theory but also incorporates Turtle Island excerpt leading to the Canadian Indigenous story of how the earth came to be. There are many more ways in Zoology and Biology where Indigenous stories are now incorporated into our lessons.



Growth in our community is a priority strategy at CVMS and we welcome all children who want to learn and grow through our Montessori philosophy, no matter their background.

### Strategies

Students participate in their classroom meeting, providing problems and asking for advice on situations they are having at school. We have a classroom meeting book that is on the shelf for every child to pose questions about things they would like talked about at the next meeting. Questions posed in this book provided us with conversations dealing with everything from concerns with other students, what do I do if I get angry, how can I get along with a particular student, can we have a Christmas party and how can we plan for it? These questions can be written in the book anonymously or can be signed by the student. This routine accommodates the welcoming, caring, respectful and safe environment we honour in our school.

Our teachers have researched and started a library folder on our CVMS internal sharepoint of several websites, supports and information about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools. We have collected many pieces of information and continually add to it as a reference library. Our teachers are using the library of stories that we have started within our Virtues program, our Wellness and Kindness clubs combined with Indigenous Ways of Knowing so that the “remember when” storytelling is used through all that we do.



At the elementary level, last year we researched additional indigenous creation stories that are told and integrated with “the Big Bang Theory (scientific) creation story. The book, In the Beginning: Creation Stories from Around the World by Virginia Hamilton and Barry Moser includes many creation stories including indigenous stories. The children enjoyed the integrated adaptations from the original one last year and created their own stories from their insights. These stories helped to provide the inquiry for our integrated geography and history work on Alberta and Canada.

Through our Spanish as a Second Language program, we are making plans for growth through other cultures in our CVMS classrooms. We are continuing Spanish as a second language in our school. Our Spanish teacher creates materials and works with small groups of children in a Montessori way. The materials are always on the shelf for children to go back to work with even during the time when she is not in class. Spanish as a Second language is now part of our children’s report card and is monitored by both our Spanish and B.Ed teacher.



## Outcome Four: Governance

### C.1 Parental Involvement Detail

Authority: 0307 1620215 Alberta Ltd.

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

Parent - Grade 4-6

		N	A Lot %	Some %	Very Little %	Not At All %	Don't Know %	Top 2 Box %
To what extent are you involved in decisions about your child's overall education? Would you say	2019	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2021	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2022	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2023	1	*	*	*	*	*	*
To what extent are you involved in decisions about your child's school? Would you say	2019	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2021	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2022	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2023	1	*	*	*	*	*	*

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you that your input into decisions about your child's school is considered	2019	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2021	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2022	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2023	1	*	*	*	*	*	*
How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's overall education	2019	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2021	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2022	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2023	1	*	*	*	*	*	*
How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's school	2019	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2021	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2022	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2023	1	*	*	*	*	*	*

**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

#### Comments

This AERR, our 3-year Education Plan and other key policies are [posted](#) on the school [website](#) for parents and the general public. The approval process for public policies includes consultation between the Board, parents, the Parent Advisory Council(PAC) and school staff, as appropriate.

As a small school, we see and talk with many of our parents everyday and ensure we have ongoing contact personally, via email and text. Parents are highly engaged on an everyday basis regarding their child's education.

Parents and staff are engaged in-person, via ongoing email and direct SMS when necessary. Key decisions and requests for input are informed to parents as soon as practical.

The school authority actively supports school staff, both financially and developmentally in advancing their certifications to support both the school as well as their personal goals.

The authority engages in Board development activities to foster effective governance and board growth.

The board is engages in recruitment of potential parent and replacement external members to foster an effective breadth of experience on the board.

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

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

Information about plans, goals, outcomes and programs at CVMS is shared regularly during 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 and in turn the PAC works to give feedback to 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.

CVMS consults with our current landlord and the Town of Cochrane regarding potential improvements to the building. These efforts are undertaken in a careful and methodical manner to ensure that all stakeholders are in agreement with the school's proposed physical changes and further development to the building. Plans will always evolve to further accommodate growth and expansion of the programs. There are currently no significant changes to the building planned.

The 2013 Public Interest Disclosure (Whistleblower Protection) Regulation requires Alberta School Authorities include whistleblower disclosures.

There are no disclosures to report.

## Outcome Five: Local and Societal Context

### Detail

Authority: 0307 1620215 Alberta Ltd.

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.

Parent - Grade 4-6

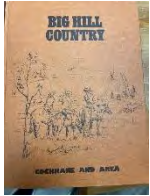
	N	Improved %	Stayed The Same %	Declined %	Don't Know %	Top 2 Box %
In your opinion, has the quality of education that your child experienced at school improved, stayed the same, or declined in the past three years	2019	n/a	n/a	n/a	n/a	n/a
	2020	n/a	n/a	n/a	n/a	n/a
	2021	n/a	n/a	n/a	n/a	n/a
	2022	n/a	n/a	n/a	n/a	n/a
	2023	1	*	*	*	*

## Comments

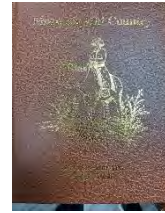
### Contextual Information

Cochrane Valley Montessori School serves the Town of Cochrane and the surrounding rural areas west of the city of Calgary. Our students and families are mostly from the Town of Cochrane, but we have families now that have immigrated to Canada from other countries and are continuing their English language learning along with the Montessori programming with us. Refer to the school profile at the beginning of this report for more information.

Our school has existed for the last 9 years, and we have retained 10 families with children aged 3 through their elementary years. These families have been our greatest supporters and have wanted us to remain within the town of Cochrane for their families. This last year was the second year we retained our kindergarten children into Grade 1 and we were very happy to have reached this milestone.



Cochrane is an important rural community for us, and our children spend time studying their local community geographically and topographically, information about the surrounding area as well as its history. This year we received a gift of Cochrane Family Histories from the Cochrane Historical society that helps us really learn about pre-World War 1 family hardships, when Cochrane first became a town. The sequel to the first book introduced us to families 1945-1989. As the Bow River flows right through the center of our town, it is an important component of our studies. It is important that we become knowledgeable about the community we live



and work in. What better way, than to get personal with the people that came before us.



We use the local community agencies to help us with much of the information that we need. There are many longtime families still located in this town that their ancestors founded the town in its early stages of growth. The Cochrane Visitor's center and the Cochrane Stockman's Association have been very helpful to us with information on the history of



this area. They provided us with a scavenger hunt of 1<sup>st</sup> Avenue West in Historic Downtown where we could look at the historic buildings that are left today and their keystones, as well as the plaques located in the front of the buildings and each story.

## SUMMARY OF FINANCIAL RESULTS

### *Summary of Financial Results 2022-2023*

<b>Revenue Summary</b>	<b>Amount \$</b>
Alberta Education	289,482
Tuition	72,289
Non-Instructional Fees	0
Other	3,434
<b>Total Revenue</b>	<b>365,205</b>
<b>Expense Summary</b>	
Salaries and Benefits	139,767
Classroom Services, Contracts and Supplies	124,603
Amortization	10,697
<b>Total Expense</b>	<b>275,067</b>
<b>Total Revenue Less Expense</b>	<b>90,138</b>

### *Budget Summary 2022-2023*

<b>Revenue Summary</b>	<b>Amount \$</b>
Alberta Education	211,693
Tuition	84,000
Non-Instructional Fees	0
Other	0
<b>Total Revenue</b>	<b>295,693</b>
<b>Expense Summary</b>	
Salaries and Benefits	116,500
Classroom Services, Contracts and Supplies	160,643
Amortization	10,697
<b>Total Expense</b>	<b>287,840</b>
<b>Total Revenue Less Expense</b>	<b>7,853</b>