

Cochrane Valley Montessori School (CVMS) - A.0307

Three Year Education Plan 2025-2026 to 2027-2028



Accountability Statement

The Education Plan for 1620215 Alberta Ltd. o/a Cochrane Valley Montessori School commencing September 1, 2024 was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the *Private Schools Regulation* and the *Ministerial Grants Regulation*. This plan was developed in the context of the provincial government’s business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the Education Plan for 3 years on May 31, 2025.

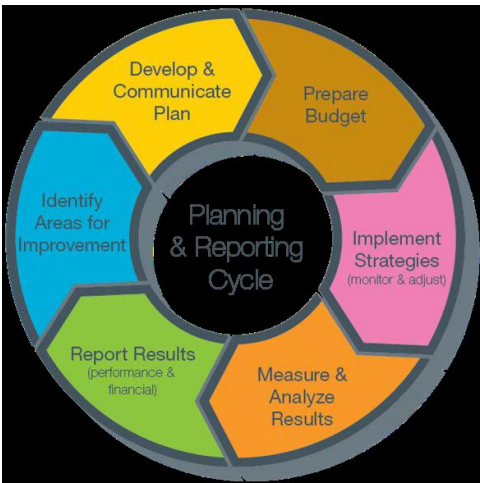
Board Chair - Alice Simmons



Cochrane Valley Montessori School

- The CVMS Board has planned for educational growth and implementation in this year’s Educational Assurance Plan using the information deemed from previous Annual Educational Results Reports as well as for the three years commencing September 1, 2025 for Cochrane Valley Montessori School. CVMS is following the guiding principals of the new [Assurance Framework](#) of Alberta Education. We have reviewed and considered it as an input when developing our education plan to ensure coherence between provincial and local priorities.
 - This review will continue to assist strategic planning towards the improvement of Ministry objectives.
- It is committed to implementing the strategies contained within, to continue and improve student learning and results

School Authority Planning & Reporting



Insights from Results Interpretations

Based on the data collected from both local measures, CVMS has identified new areas for improvement as well as previous Education Plan outcomes that should continue to be developed.

CVMS continues to work toward a higher level of satisfaction amongst parents and teachers in the areas of Community and Parent Communication and Second Language (Spanish), based on overall satisfaction.

Results over the past years have demonstrated that parents want to become even more engaged in school life through activities and curricular events, and CVMS intends to work towards targeting new ways of engaging and informing families and other stakeholders in key areas.

Results from the Early Years Evaluation reports (EYE)and the Early Years Literacy & Numeracy Assessments reported in the 2023/2024 AERR indicated that most students are meeting or exceeding grade level expectations and CVMS is committed to sustaining high achievement and providing robust support for those students at-risk. Based on survey results and further input with staff, it was decided to balance Montessori professional development with whole staff growth, aligning with evolving initiatives and priorities outlined in our Education Plan.

Profile of our School Authority

CVMS is a not-for-profit independent school offering junior kindergarten, kindergarten and elementary programs, inclusive education for special needs students and an out of school care program upon request.

Currently, our school comprises 24 pre-kindergarten children and kindergarten children and 5 elementary students in grades one through six. At the pre-kindergarten level, the children are team taught by a Montessori guide (teacher) and a Montessori trained/ABEd 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. As we now have an extended day child services licence, some of our 3- and 4-year-olds attend 5 half days per week, all the way up to 5 full day per week. Early intervention for preschool is very important to us and we have worked hard to provide parents the flexibility even in our small-town rural environment.

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 of Studies 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.

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.

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.

Stakeholder Engagement

Insights from Results Analysis

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

The annual Alberta Education Assurance (AEA) survey is sent to CVMS teachers as well as students and parents for those in Grades 4 and above and provides critical information for the reporting (AERR) and planning processes.

CVMS's annual local survey is sent to parents and staff and is intended to both supplement results from the AEA survey as well as provide feedback and data for local priorities and school-level initiatives.

The following were priorities found to be significant from the results of this input.

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

The parents/guardians group additionally identified parent/family engagement, while the teacher group identified parent education about Montessori as high priorities. These results were reflected in the Education Plan outcomes for 2024/2025 through 2026/2027. The five outcomes of this education plan are aligned with Alberta Education's Business Plan for 2025-28 as student success and achievement are at the forefront of planning

Additionally, the pursuit of our new and/or additional space as shown in the pictures on the front of this plan aligned with Alberta Education's commitment to promote choice in education, as well as to address Alberta's growing student population.

Teachers are further engaged through ongoing dialogues at staff meetings throughout the year.

The Board of Directors at Cochrane Valley Montessori School supports planning by providing input and guidance to our principal. Working together with the principal, the Board develops CVMS's annual budget and ensures alignment between the Education Plan and budget considerations.

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, our enrollment has grown steadily. Families are learning that they now have an educational choice within our local community, which is a mandate across our province.

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 in the 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 programs of study 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. As the new kindergarten and elementary curricula are added to, we are striving to review and document the changes from the old curriculum to the new expectations. Our parent education this next year will help our parents to understand what the changes are and how we intend to strategize for the outcomes.

Engagement:

Parent Advisory council (PAC) engage with CVMS providing opportunities for dialogue around school operation, school plans and budget, as well as ongoing dialogue regarding student growth and achievement. This next year, we will continue to work to have blended in person and on-line meetings with our PAC group to help us with input from parent stakeholders.

Anecdotal conversations help us as staff 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 students.

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. We are now doing all in person parent education and student lead conferences.

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: curriculum, literacy and numeracy intervention, student enrolment and facility sustainability for alternative solar energy. AS these topics are on-going and through our PAC initiatives, we hope to have more green initiatives placed into our building as well as the space for outdoor programming and community gardening in front of the building.

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 partnered with Association of Independent Schools and Colleges of Alberta (AISCA) on a program called Expanding Capacity and Learner Supports (ECLS) to help with Occupational and Physical Therapy supports for our younger children. Speech and Language Professionals from Outside The Box are helping us to build capacity in our teachers so they can continue the work towards targeted children in the future.

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 a problem and then a vote is taken on the best one. Students have a way of giving their voice to situations as well as allowing their voice to be heard towards solutions.

Spanish as a Second language is a program that is now in full swing. It has been extremely exciting to have both Spanish as a second language as well as Spanish speaking families among our enrollments. We will continue to offer this program as families have been excited to have a second language as part of our program.

Cochrane Historical Learning: Cochrane Valley Montessori staff and parents were concerned that their children need to have more history of their own community within the programming. We continue to partner with museums, the visitor center and other organizations as needed to have them help us research and guide us through not only the artifacts, but the artifactual buildings within our town. There is such a wealth of information from our local Seniors on the Bow organization that help us with family stories to further our research and learning material making. We have now collected 4 books on Cochrane family histories as well as Cochrane historical maps and contemporary aerial maps for our elementary classroom that continue to provide context for community research and learning.

Outcome priorities for the next three years

Outcome One: CVMS children and students will demonstrate growth in literacy and numeracy

Outcome Two: First Nations, Metis and Inuit learning at CVMS is infused throughout curricular areas.

Outcome Three: CVMS will continue to provide professional learning opportunities.

Outcome Four: CVMS will enhance engagement with families and stakeholders through a strategic planning process ensuring participation and investment in the CVMS community.

Outcome Five: CVMS will evaluate our 2 new spaces to help determine new ways in which our children can be enriched through independent thinking and learning within these new spaces.

Outcome One: CVMS children and students will demonstrate growth in literacy and numeracy.

Year One review: • Engaged students with Montessori lessons and hands-on Math and Language manipulatives accommodating • Targeted literacy instruction groups were introduced in consultation with Speech-Language Pathologists partnering with CVMS • Benchmark Assessments provided information about student progress and needs at all levels • Home reading program and use of RAZ kids continued for kindergarten and Grades 1-3 as a school-wide literacy initiative • The incorporation of STEM inquiry opportunities within elementary classroom routines were established • Remedial support in formation of letters in the CASA and elementary early years were directly taught for students with identified need using Handwriting Without Tears Year Two Strategies: Continue engaging students with Montessori lessons and hands-on Math and Language manipulatives. • Targeted literacy instruction will be continued through consultation with Speech-Language Pathologists partnered with CVMS • Benchmark Assessments will provide information about student progress and needs at all grade levels • Home reading program and use of RAZ kids will be continued as a school-wide literacy initiative • Remedial support in formation of letters in the early years will be emphasized for students with identified need using Handwriting Without Tears • Whole school events such as a non-competitive math fair while mathematizing student thinking based on David Costello's work and 100th day of school celebration will be established to engage and challenge students in mathematics • The incorporation of real-world math applications and STEM inquiry opportunities within classroom routines • Continue to work strategically with community partners around how they can remain connected with students and families in safe and meaningful ways in classrooms for parents and stakeholders.	Year Two Measures: Student Growth and Achievement; Provincial Measures Student Learning: Our intention is to participate and complete the provincial achievement tests (PAT) Grade 6 from Alberta Education during the year 2024-2025 should our enrollments warrant it for those grade levels. Local Measures Required assessments, including: -Provincial Literacy & Numeracy Screening Assessments for K-3 •EYE-DA ages 3 and 4 year olds, TA Kindergarten and EYE PR-kindergarten pre reading assessments •Jerry John's Benchmark Assessment Systems-elementary assessments •AEA survey results Classroom measures At the elementary level, we will also assess for success in literacy using the new 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 the Provincial Numeracy Screening assessment and Munroe Sherman mathematical ability assessments. Safe and Caring Learning Environments • Maintain an intentional focus on the safety and well-being of staff and students throughout the school year. As part of our staff meetings, we will include a 10 minute time period to address mental wellbeing in our staff by targeting topics of wellness in the classroom. Survey to provide results of teachers, parents and students for agreement that learning environments are welcoming, caring, respectful and safe. Specialized Supports • Work with school leaders and staff from Specialized Learning Supports to evaluate the delivery of services under the current funding structure. Student Learning Engagement: CVMS will continue to use See Saw in each classroom with statements to our teacher, parent and student agreement that students are engaged in their learning at school.
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Outcome Two: First Nations, Metis and Inuit learning at CVMS is infused throughout curricular areas.

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 indigenous 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.	Year two Strategies • adding to our library collection of FNMI literature •continue to be ensuring all our staff have adequate opportunity to enhance background knowledge. •Continuing to build on our folder within our staff resources on Indigenous information links, pictures and resources within our CVMS extranet. •Research to learn more about the outcomes and create activities that support the implementation of the Truth and Reconciliation Commission recommendations as applied to indigenous and non indigenous children ages 3-12
Year One review: • continued to use our library collection of FNMI literature •continue to be ensuring all our staff have adequate opportunity to enhance background knowledge. •Continuing to build on our folder within our staff resources on Indigenous information links, pictures and resources within our CVMS extranet. •staff and students participated in the Truth and reconciliation week activities and videos to learn more about the current and historical contexts •continue to contribute to the elementary Canadian History timeline adding in the details on the First Nations, Metis and Inuit history in Canada and Alberta -Elementary teacher participated in Historical Thinking workshop on perspectives of Canadian culture including indigenous perspectives and how it influences us today. - Provided student enrolled in our elementary classroom opportunities to research a new heritage not known previously	•staff and students continue to participate in the specialty weeks to learn more about the current and historical contexts •networking with elder leaders .ie: Metis week, Indigenous peoples week. Continuing the practise of inviting an elder into the classroom to expand on the work created in the classroom. •continue to contribute to the elementary Canadian History timeline adding in the details on the perspectives of Canadian culture and indigenous historical thinking including First Nations, Metis and Inuit history in Canada and Alberta -we are dedicated to improving education outcomes for First Nations, Métis and Inuit students within our school through instructional supports -we are devoted to recognizing and implementing strategies for the systemic education gap for self-identified First Nations, Métis, and Inuit students; and • ensuring the use of Indigenous authors in the classroom (books, videos...etc.) • continue to provide a student enrolled in our elementary classroom opportunities to research more about their family heritage Measures • Alberta Education Accountability Pillar Local Measures • Stakeholder voice (survey): families, students, staff - Parent education night to help our parent group and stakeholders understand the FNMI culture additions to the new curriculum in all the areas where we see it has been added.

Outcome Three: CVMS will continue to provide professional learning opportunities.

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 teachers. We are also interested in developing the Montessori knowledge and insight within the Calgary and surrounding area. Year One review: •teachers complete yearly Teacher Professional Growth Plans to facilitate ongoing development in their knowledge, skills and attitudes as professional teachers. •A minimum of three Professional Development days have been set aside to participate in individual opportunities to expand their knowledge through financial and time assistance from the school. •teachers offer curriculum that presents the Alberta Program of Studies in a very meaningful, contextualized way, using the Montessori lessons as the framework.	Year Two Strategies: •teachers always complete yearly Teacher Professional Growth Plans to facilitate ongoing development in their knowledge, skills and attitudes as professional teachers demonstrating the Alberta Teaching Quality Standards and expectations •teachers will engage in Professional Development that develops their professional knowledge in relation to current best practices in education. A minimum of three Professional Development are set aside in our school calendar for this purpose. Teachers are encouraged to participate in individual opportunities to expand their knowledge through financial and time assistance from the school.
Our elementary teacher participated in a 8 month teaching strategies workshop on Historical Thinking at the elementary level. The resources gained will provide additional supports to the new social studies curriculum as well as enhancing the new Canadian history timeline for Montessori elementary educators. •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. Teachers participated in the Children Change The World Montessori conference in Calgary April 4,5 and 6 to learn enhanced strategies within their Montessori teaching. A Teaching assistant completed her level one child care certification and enrolled to complete her level 2 by August through child care PD funding to further her ECE training. -Elementary teaching assistant participated in a 6 month long strategies workshop to enhance Bilingual Spanish as a second language teaching at the elementary Montessori level -Kindergarten teacher completed her permanent professional teaching certificate during the spring.	•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. •regular staff meetings between the administration and guides/teachers are held. Meetings include the development of a Teacher Professional Growth Plan (TPGP) which is followed up and reviewed. •continue to reach out to other Montessori colleagues cross the province for dialogue in a professional Learning Community for Montessori around the new curriculum and how it relates to what we know in our Montessori areas of learning. • create a professional library of new materials that could be made and introduced into our kindergarten and elementary classrooms to facilitate the introduction of the

	new curriculum strategically with emphasis on the outcomes presented in the new program of studies. Measures Alberta Education Accountability Pillar Local Measures • Feedback Survey • Teacher focus groups
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Outcome Four: CVMS will enhance engagement with families and stakeholders through a strategic planning process ensuring participation and investment in the CVMS community.

Comments: CVMS has a staff of 5 teachers support staff and therapists working with our children. CVMS will work to engage parents and stakeholders to be active within the school. CVMS has 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.

As this is a brand new area for us this next year, we will pivot with this outcome to participate in a series of organizational strategy days to facilitate the creation of a strategic plan to help our school move forward. All stakeholder groups above will participate in this creation that will help provide a pathway to better communication, understanding of who we are and what we are about as well as foundational pillars and strategies to help us in our day to day work.

Strategies:

-we have started this process in May by individually meeting with administration to discuss thoughts around reviewing this last year, what worked well, what needs to be improved and where do we go from here type discussions questions.

In August we will begin building a school culture amongst our staff team reviewing our mission, vision and values. We will invite a Montessori professional to help facilitate this process during our first three days before school starts.

-next we will evaluate our SWOT reflection-Strengths, weaknesses, opportunities and threats

-Participate in the creation of 3 strategic pillars that will form the basis of the plan

-next we will define our actionable goals and the steps for implementation of these goals.

This work will help to define the process for not only our 3 years education plans for the future but also the reviews for each year.

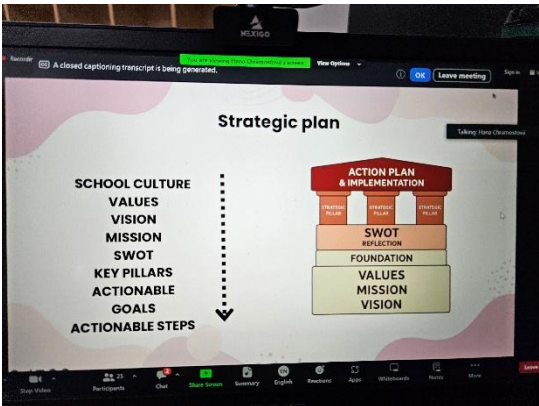
•Board members and Parent Society, staff, and students will all have input into each of these actions throughout the year.

Measures
Alberta Education Accountability Pillar

Local measures
• School Feedback Survey

• Stakeholder voice: families, students, staff

- goals and reviews throughout the year for each of the team group members
- a review in May as to how we are doing with our goals that we set in the fall.
- which pillars will we keep, which will we archive, and which ones will we add?
- what will our new goals for the next year be and what will the strategies be to achieve these goals. Will some goals be carried forward to the next year?



Outcome Five: CVMS will evaluate our 2 new spaces to help determine new ways in which our children can be enriched through independent thinking and learning within these new spaces.

Comments CVMS has secured additional space adjacent to our existing facility with the goal of enrollment growth Our classrooms are now providing spaces so that we can grow into them as new enrollments are presented to us. Strategies: Now that we have a wonderfully enhanced physical space - through our strategic planning process we will set goals and plans to be able to make use of it for the benefit of our students. - We will determine what resources we will need to enhance the learning spaces --we will determine what availability of the resources will be needed to enhance the learning environment for our children. -	Measures Alberta Education Accountability Pillar Local measures • School Feedback Survey • Stakeholder voice: families, students, staff
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IMPLEMENTATION PLAN

Resources Engagement with stakeholders remains a key means of gathering feedback and the CVMS is committed to continuing to seek the voice of the board, parents, staff, students, and community.

Learning Through our strategic plan process, we will endeavour to learn more about who we are, what we should look like and how our daily work should be enhanced by our strategic plan. We will learn about working together as a team, where our school and staff values align personally and professionally. The process must involve all stakeholders so all will “buy into” what comes from it towards an implementation process going forward.

Process

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 the current CVMS AERR located on our website along with ongoing engagement with students, families and stakeholders These plans are focused on supporting student success and have been developed around this 3-year education plan.
2. This year we will strategically work towards an organized process to plan and create a timeline to help with implementing the strategies for the outcomes in each area as well as create consistent ways to help support our AERR from our 3 year plan and the timeline for implementation of ways to gain the measures at different times of the year.

Additionally, during 2025-26, CVMS will continue to place the support of our students as a priority.

Parental Involvement

CVMS is a small school by design. The Parent Advisory Committee (PAC) contribute via consultation 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 shared and 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.

Timelines and Communication

CVMS Board of Directors approved the school's Three-Year Education Plan May 31, 2025. It will be reviewed through the year and approved once again in November 2025 as a process towards the AERR document.

This 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 [Policies](#) page of the school's [website](#)

2025-2026 Budget

A summary of the CVMS 2025-2026 Budget can be accessed on the [Policies](#) page of our [website](#).