



**Three Year Education Plan 2009/10 – 2011/12  
Amended October 15, 2009**

**Message from Board Chair (optional)**

MMEC offers an authentic Montessori experience to Calgary families, while upholding the Alberta Education Program of Studies. We maintain a respectful, nurturing environment, and a standard of excellence in education. We are in our third year of operations.

It is one of our mandates to offer an affordable tuition rate, allowing a diverse sector of families to access our programs. As Educators, we feel it is our responsibility to provide a Montessori experience with integrity to families that value this form of education. An integral part of this experience is establishing a sense of community amongst staff, students and families. We are educating and establishing bonds with each family, allowing us to better support the development of each child. We believe that this collaborative community will provide our children with the benefits of a rich Montessori education, enabling them to become responsible, confident and compassionate people.

MMEC has experienced many changes this year. We are confident in our highly qualified staff and our implementation of the Montessori pedagogy and method. With the security of these essential elements, we are seeking the stability of a long term home for MMEC. Our future site will allow us to further enhance our environment and academic programs.

To ensure future stability, both academically and financially, we are re-evaluating certain aspects of our business and school practice, always ensuring that we are fulfilling our mission. Sustainability and an optimum Montessori learning environment are our priority.

### **Accountability Statement**

The Education Plan for **Maria Montessori Education Centre for the three years** commencing September 1, 2009 was prepared under the direction of the Board of Directors in accordance with responsibilities under the *Private Schools Regulation and the Education Grants Regulation*. This education plan was developed in the context of the provincial government's business and fiscal plans, including Alberta Education's Business Plan. The board is committed to achieving the results laid out in this education plan.

### **Foundation Statements** (optional)

#### **Our Foundation**

We are collaboration of Guides and parents who want to bring an authentic Montessori experience to Calgary families.

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#### **Mission Statement**

Maria Montessori Education Centre provides an authentic, low tuition, Montessori community for Calgary's children and their families. We are dedicated to nurturing and respecting each child as unique and valuable individuals as they develop skills that will enable them to become self-confident, caring citizens of the world. Through Montessori philosophy, students are encouraged to reach their highest potential academically, emotionally, and morally as they grow in respect for themselves, others, and our earth.

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#### **Philosophy Statement**

Our philosophy is an extension of Dr. Maria Montessori's educational dream: "To the young child we give guides to the world and the possibility to explore it through free activity; to the older child we give the cosmos, and a clear vision of how the cosmic energies act in the creation and maintenance of our globe." Cosmic education relates children to the universe, enabling them to understand the law and order underlying its existence and to realize in themselves all the developmental potential that is their birthright.

**Jurisdiction Profile** (optional)

***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.
- Guides with accredited training in the Montessori philosophy and methodology appropriate to the age level of the students, work with their students for three 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, but taught in an integrated fashion. The cosmic curriculum emphasizes study of the whole, and 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***

Maria Montessori Education Centre strives to provide an authentic Montessori Experience that remains affordable and accessible to children from diverse family backgrounds. The philosophy and curriculum of Maria Montessori Education Centre are firmly rooted in the Montessori Method as established by Dr. Maria Montessori. It is our School's goal to be recognized by the Canadian Council of Montessori Administrators ("CCMA"). To this end, the centre hires faculty with an Alberta Teaching Certificate and MACTE accredited Montessori training. It is an ongoing expectation of Maria Montessori Education Centre to maintain both Montessori and Alberta Education accreditation.

2009 May Accountability and Pillar Overall Summary

Goal	Measure Category	Measure Category Evaluation	Measure	Maria Montessori Education Cen			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	n/a	Safe and Caring	86.7	n/a	n/a	86.9	85.1	84.6	High	n/a	n/a
	Student Learning Opportunities	n/a	Program of Studies	n/a	n/a	n/a	80.3	79.4	78.7	n/a	n/a	n/a
			Education Quality	100.0	n/a	n/a	89.3	88.2	87.8	Very High	n/a	n/a
			Drop Out Rate	n/a	n/a	n/a	4.8	5.0	4.9	n/a	n/a	n/a
			High School Completion Rate (3 yr)	n/a	n/a	n/a	70.7	71.0	70.6	n/a	n/a	n/a
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	*	n/a	n/a	75.8	75.9	76.7	*	*	*
			PAT: Excellence	*	n/a	n/a	19.6	19.4	19.3	*	*	*
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.0	85.4	85.2	n/a	n/a	n/a
			Diploma: Excellence	n/a	n/a	n/a	22.3	23.3	23.1	n/a	n/a	n/a
			Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	53.0	53.6	53.6	n/a	n/a	n/a
			Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	57.3	56.8	55.8	n/a	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	60.7	60.3	59.1	n/a	n/a	n/a
			Work Preparation	n/a	n/a	n/a	79.6	80.1	78.1	n/a	n/a	n/a
			Citizenship	83.3	n/a	n/a	80.3	77.9	77.1	Very High	n/a	n/a
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	n/a	Parental Involvement	n/a	n/a	n/a	80.1	78.2	77.9	n/a	n/a	n/a
	Continuous Improvement	n/a	School Improvement	77.8	n/a	n/a	79.4	77.0	76.7	High	n/a	n/a

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grades 6 only), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).
- 5) The subsequent pages include the current results, previous 3-year average and evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.

**Goal One: High Quality Learning Opportunities for All**  
**Outcome: Schools environments are safe and caring**

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.	86.7	n/a	High	n/a	n/a			

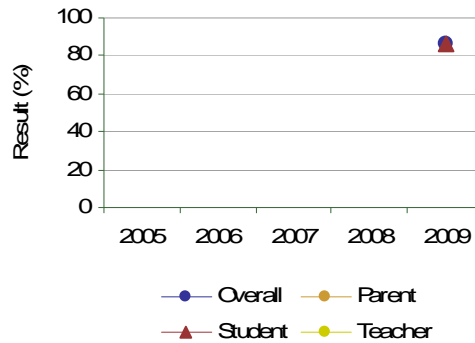
**Strategies**

- 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.
- 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.
- lessons demonstrate and allow children opportunities to learn social skills related to grace and courtesy, respect for others, peace education, and conflict resolution.
- supervision to ensure the physical safety of all children, teachers and parents while at school. We use check in and out procedures for visitors to the school.
- practice fire drills, and all other school emergency preparedness procedures.
- creation of Peaceful School Initiative Team to examine and implement best practices for a safe, caring, peaceful school environment.

**Measure History (OPTIONAL)**

Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9	86.7
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	*
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9	86.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4	*



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Please Note**

**TARGETS**

- Annual targets for Accountability Pillar measures with an overall evaluation of “Issue” or “Concern” are required and must indicate progress toward or moving into the next higher achievement standard over the plan period.

**STRATEGIES**

- Include at least one strategy for each outcome, strategies to address special populations of students, as applicable, and strategies to address Accountability Pillar results, including strategies designed to improve results on any measure with an overall evaluation of “Issue” or “Concern.”
- Strategies to address results with an evaluation of “Issue” or “Concern” must be highlighted.

**Outcome: The education system meets the needs of all K-12 students, society and the economy.**

Performance Measures	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.	n/a	n/a	n/a	n/a	n/a			
Overall teacher, parent and student satisfaction with the overall quality of basic education.	100.0	n/a	Very High	n/a	n/a			

**Strategies**

- engage in Professional Development that develops their professional knowledge in relation to current best practices in education. A minimum of five Professional Development days have been set aside in our school calendar for this purpose.
- 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.
- social learning environments offer students opportunities for mentoring and leadership at every age. This supports the development of knowledge, skills and attitudes relating to leadership and self-confidence that will serve them well as future participants in the social and economic life of Alberta.
- customized lessons meet the individual learning needs of each child. Our children progress at their own pace through small group and individual lessons targeted specifically at the interests and needs of particular individuals and groups of children.
- foster knowledge, skills and attitudes in our children that encourage a strong sense of belonging to communities. From the micro (classroom) level to the macro (global) level, a strong sense of belonging and responsibility to the community is encouraged.
- Going Out program encourages children to explore and apply concepts they learn in the classroom within the community at large (ex: research projects, volunteerism). The Going Out program is a very tangible example of how a Montessori classroom fosters interconnection between the classroom and the larger society.
- assess parent, student and teacher satisfaction (APORI).
- determine relevant survey information to inform our school culture to the future.

**Please Note**

**TARGETS**

- Annual targets for Accountability Pillar measures with an overall evaluation of “Issue” or “Concern” are required and must indicate progress toward or moving into the next higher achievement standard over the plan period.

**STRATEGIES**

- Include at least one strategy for each outcome, strategies to address special populations of students, as applicable, and strategies to address Accountability Pillar results, including strategies designed to improve results on any measure with an overall evaluation of “Issue” or “Concern.”
- Strategies to address results with an evaluation of “Issue” or “Concern” must be highlighted.

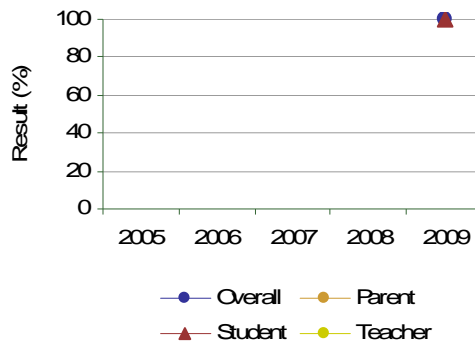
**Measure History (OPTIONAL)**

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

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

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

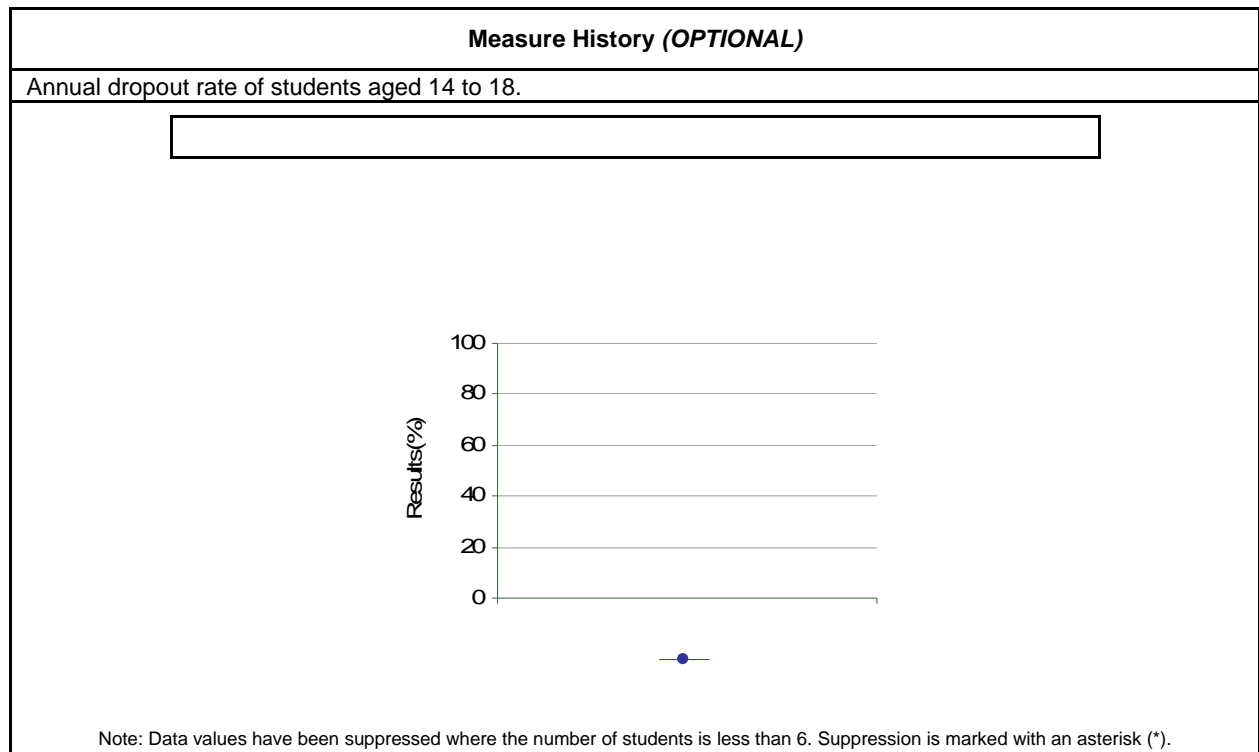
	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9	100.0
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	*
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9	100.0
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4	*



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Outcome: Children and youth with at risk factors have their needs addressed through timely and effective programs and supports.**

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Annual dropout rate of students aged 14 to 18.	n/a	n/a	n/a	n/a	n/a			
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>▪ teachers trained in Montessori Applied to Children at Risk (MACAR). Access to the course will be facilitated for new teachers as needed.</li> <li>▪ individualized curriculums so learning differences are noticed and appropriate learning strategies to accommodate children at risk will be applied.</li> <li>▪ observation is a professional behaviour used daily to inform practice. Teachers modify instruction daily based on these observations.</li> <li>▪ active in Calgary Rockyview Student Health Partnership. Gives our families and staff additional options when supporting children at risk.</li> <li>▪ implementation of Special Programs Contract allows access to additional services as determined by school and families.</li> </ul>								



**Please Note**

**TARGETS**

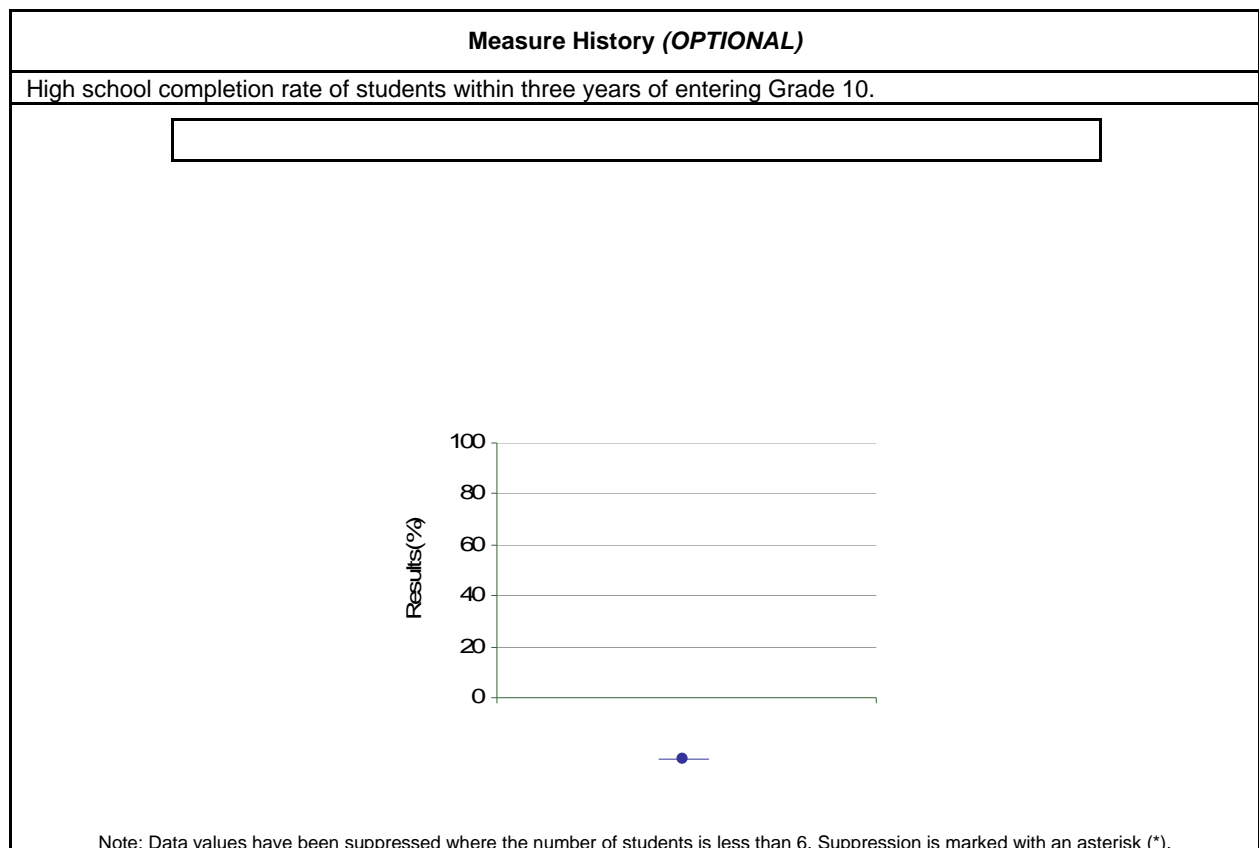
- Annual targets for Accountability Pillar measures with an overall evaluation of “Issue” or “Concern” are required and must indicate progress toward or moving into the next higher achievement standard over the plan period.

**STRATEGIES**

- Include at least one strategy for each outcome, strategies to address special populations of students, as applicable, and strategies to address Accountability Pillar results, including strategies designed to improve results on any measure with an overall evaluation of “Issue” or “Concern.”
- Strategies to address results with an evaluation of “Issue” or “Concern” must be highlighted.

**Outcome: Students complete programs so that they are ready to attend post-secondary institutions and/or contribute as members of society and to the economy.**

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
High school completion rate of students within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a			
<b>Strategies</b>								
<p>We are currently a K-6 school. The Montessori Method equips students with the knowledge, skills and attitudes required to set them up for successful completion of their schooling. Research indicating the success of Montessori students as they move on to high school and advanced education supports our belief that this will be the case for our students after their time with us. Giving independence, self-confidence, self-motivation, a strong sense of belonging and responsibility to the community: all of these are attributes of students who have received an accredited, high-quality Montessori educational experience.</p>								



**Please Note**

**TARGETS**

- Annual targets for Accountability Pillar measures with an overall evaluation of "Issue" or "Concern" are required and must indicate progress toward or moving into the next higher achievement standard over the plan period.

**STRATEGIES**

- Include at least one strategy for each outcome, strategies to address special populations of students, as applicable, and strategies to

address Accountability Pillar results, including strategies designed to improve results on any measure with an overall evaluation of "Issue" or "Concern."

- Strategies to address results with an evaluation of "Issue" or "Concern" must be highlighted.

**Goal Two: Excellence in Student Learning Outcomes**

**Outcome: Students demonstrate high standards in learner outcomes.**

Performance Measures	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.*	*	n/a	*	*	*			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	*	n/a	*	*	*			
Overall percentage of students who achieved the acceptable standard on diploma examinations.*	n/a	n/a	n/a	n/a	n/a			
Overall percentage of students who achieved the standard of excellence on diploma examinations.	n/a	n/a	n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a			

**Strategies**

- prepare students to achieve high standards on provincial achievement tests through our approach to teaching the Alberta Program of Studies using the integrated Montessori approach. Curriculum is taught from a global perspective, with continual movement from the whole, to the part, then back to the whole again.
- Montessori Method enables children to be confident in their skills through varied, in-depth, hands-on practice. Academic achievement is a natural extension of this confidence.
- assess student learning to improve practice and ensure student needs are met.

\*The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grades 6 only), French Language, Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.
- 3) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).
- 4) Please note that the rules for Rutherford Scholarships changed in 2008/09, which increased the number of students eligible for Rutherfords. The history for the measure has been re-computed to allow for trends to be identified, however, jurisdictions and schools are not directly accountable for results prior to the "current year" 2008 results – thus, only an evaluation for "Achievement" is provided based upon standards computed for the revised rules.

**Please Note**

**TARGETS**

- Annual targets for Accountability Pillar measures with an overall evaluation of "Issue" or "Concern" are required and must indicate progress toward or moving into the next higher achievement standard over the plan period.

**STRATEGIES**

- Include at least one strategy for each outcome, strategies to address special populations of students, as applicable, and strategies to address Accountability Pillar results, including strategies designed to improve results on any measure with an overall evaluation of "Issue" or "Concern."

- Strategies to address results with an evaluation of "Issue" or "Concern" must be highlighted.

**Provincial Achievement Tests (PAT) Results Course By Course Summary By Students Enrolled With Measure Evaluation (OPTIONAL)**

Course	Measure	Achievement	Improvement	Overall	2008		Prev 3 Yr Avg	
					N	%	N	%
English Language Arts 3	Acceptable Standard	*	*	*	4	*	n/a	n/a
	Standard of Excellence	*	*	*	4	*	n/a	n/a
Mathematics 3	Acceptable Standard	*	*	*	4	*	n/a	n/a
	Standard of Excellence	*	*	*	4	*	n/a	n/a
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a

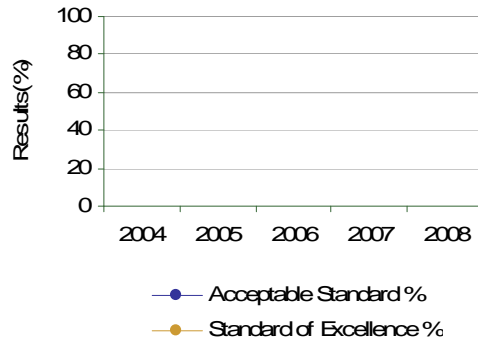
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses.

**Measure History (OPTIONAL)**

**Provincial Achievement Tests Results based on Students Enrolled. (OPTIONAL)**

	2004	2005	2006	2007	2008
N					4
Acceptable Standard %	n/a	n/a	n/a	n/a	*
Standard of Excellence %	n/a	n/a	n/a	n/a	*



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*). Aggregated PAT results are based upon a weighted average of Acceptable or Excellence percent meeting standards. The weights are the number of students in the cohort for the course.  
 Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grade 6 only), French Language Arts (Grades 6, 9), Français (Grades 6, 9).

**Provincial Achievement Tests Course Results Based on Students Enrolled (OPTIONAL)**

**English Language Arts 3**



**Mathematics 3**



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*). Grade 9 Science results are for information only. Grade 9 Science is not currently included in the PAT results aggregation measure.

Provincial Achievement Tests Course Results Based on Students Enrolled (cont'd) (*OPTIONAL*)

[No Data for English Language Arts 6]

[No Data for French Language Arts 6]

[No Data for Français 6]

[No Data for Mathematics 6]

[No Data for Science 6]

[No Data for Social Studies 6]

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).  
Grade 9 Science results are for information only. Grade 9 Science is not currently included in the PAT results aggregation measure.

Provincial Achievement Tests Course Results Based on Students Enrolled (cont'd) (*OPTIONAL*)

[No Data for English Language Arts 9]

[No Data for French Language Arts 9]

[No Data for Français 9]

[No Data for Mathematics 9]

[No Data for Science 9]

[No Data for Social Studies 9]

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).  
Grade 9 Science results are for information only. Grade 9 Science is not currently included in the PAT results aggregation measure.

**Provincial Achievement Tests Results Course By Course Summary Based on Students Enrolled (OPTIONAL)**

			2004	2005	2006	2007	2008	
<b>Grade 3</b>	English Language Arts 3	Students Enrolled	n/a	n/a	n/a	n/a	4	
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	*	
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	*	
	Mathematics 3	Students Enrolled	n/a	n/a	n/a	n/a	4	
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	*	
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	*	
<b>Grade 6</b>	English Language Arts 6	Students Enrolled	n/a	n/a	n/a	n/a	n/a	
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a	
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a	
	French Language Arts 6	Students Enrolled	n/a	n/a	n/a	n/a	n/a	
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a	
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a	
	Français 6	Students Enrolled	n/a	n/a	n/a	n/a	n/a	
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a	
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a	
	Mathematics 6	Students Enrolled	n/a	n/a	n/a	n/a	n/a	
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a	
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a	
	Science 6	Students Enrolled	n/a	n/a	n/a	n/a	n/a	
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a	
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a	
	Social Studies 6	Students Enrolled	n/a	n/a	n/a	n/a	n/a	
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a	
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a	
	<b>Grade 9</b>	English Language Arts 9	Students Enrolled	n/a	n/a	n/a	n/a	n/a
			Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
			Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
		French Language Arts 9	Students Enrolled	n/a	n/a	n/a	n/a	n/a
			Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
			Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
Français 9		Students Enrolled	n/a	n/a	n/a	n/a	n/a	
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a	
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a	
Mathematics 9		Students Enrolled	n/a	n/a	n/a	n/a	n/a	
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a	
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a	
Science 9		Students Enrolled	n/a	n/a	n/a	n/a	n/a	
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a	
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a	
Social Studies 9		Students Enrolled	n/a	n/a	n/a	n/a	n/a	
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a	
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a	

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*). Grade 9 Science results are for information only. Grade 9 Science is not currently included in the PAT results aggregation measure.

**Diploma Exam Results Course By Course Summary With Measure Evaluation (OPTIONAL)**

**[No Data for Diploma Exam Results]**

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).  
Too few jurisdictions offer Français 30 for an Achievement Evaluation to be calculated. However, the results from Français 30 are included in the aggregation of all Diploma courses.

**Measure History (OPTIONAL)**

**Diploma Exam Results By Students Writing (OPTIONAL)**

[No Data for Diploma Exam Results]

[No Data for Diploma Exam Results]

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).  
Aggregated Diploma results are based upon a weighted average of Acceptable or Excellence percent meeting standards. The weights are the number of students writing the Diploma Examination for each course.

**Diploma Exam Results Course By Course Summary By Students Writing (cont'd) (OPTIONAL)**

[No Data for Diploma Exam Results]

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

**Measure History (OPTIONAL)**

**Diploma Exam Participation Rate**

[No Data for Diploma Exam Participation Rate]

[No Data for Diploma Exam Participation Rate]

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*). Results are based upon a cohort of grade 10 students who are tracked over time. The table shows the percentage of students in this cohort who complete diploma exams by the end of their third year of high school.

Measure History ( <i>OPTIONAL</i> )
Rutherford Scholarship Eligibility Rate
[No Data for Rutherford Eligibility Rate]
[No Data for Rutherford Eligibility Rate]
[No Data for Rutherford Eligibility Rate]
[No Data for Rutherford Eligibility Rate]
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

**Outcome: Students are well prepared for lifelong learning.**

[No Data for High School to Post-Secondary Transition Rate]

<b>Measure History (OPTIONAL)</b>
High school to post-secondary transition rate of students within six years of entering Grade 10.
[No Data for High School to Post-Secondary Transition Rate]
[No Data for High School to Post-Secondary Transition Rate]
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
<b>Measure History (OPTIONAL)</b>
Overall teacher and parent satisfaction that high school graduates demonstrate the knowledge and skills for lifelong learning.
[No Data]
[No Data]
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

**Please Note**

**TARGETS**

- Annual targets for Accountability Pillar measures with an overall evaluation of “Issue” or “Concern” are required and must indicate progress toward or moving into the next higher achievement standard over the plan period.

**STRATEGIES**

- Include at least one strategy for each outcome, strategies to address special populations of students, as applicable, and strategies to address Accountability Pillar results, including strategies designed to improve results on any measure with an overall evaluation of “Issue” or “Concern.”
- Strategies to address results with an evaluation of “Issue” or “Concern” must be highlighted.

**Outcome: Students are well prepared for employment.**

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.	n/a	n/a	n/a	n/a	n/a			
<b>Strategies</b> <ul style="list-style-type: none"> <li>▪ develop creativity, personal drive, problem-solving skills, sense of social responsibility, and team work as children 'work' in small groups lessons and projects from the independent, global perspective of Montessori Education.</li> <li>▪ practice compassion, mentoring, and accountability for work choices as part of daily attitudes and behaviours.</li> <li>▪ Going Out program connects our elementary children to the world of learning, offering them opportunities to connect classroom experiences to those of the larger community.</li> <li>▪ expand to offer an Erdkinder program (schooling for students aged 12-15), there will be a strong focus on the development of business skills. Students are encouraged to develop and operate a small business as part of the Montessori curriculum for this age group. Will implement in 3-5 years.</li> </ul>								

Measure History ( <i>OPTIONAL</i> )
Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.

[No Data for Work Preparation]

[No Data for Work Preparation]

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Please Note**

**TARGETS**

- Annual targets for Accountability Pillar measures with an overall evaluation of “Issue” or “Concern” are required and must indicate progress toward or moving into the next higher achievement standard over the plan period.

**STRATEGIES**

- Include at least one strategy for each outcome, strategies to address special populations of students, as applicable, and strategies to address Accountability Pillar results, including strategies designed to improve results on any measure with an overall evaluation of “Issue” or “Concern.”
- Strategies to address results with an evaluation of “Issue” or “Concern” must be highlighted.

**Outcome: Students model the characteristics of active citizenship.**

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher, parent and student agreement that students model the characteristics of active citizenship.	83.3	n/a	Very High	n/a	n/a			

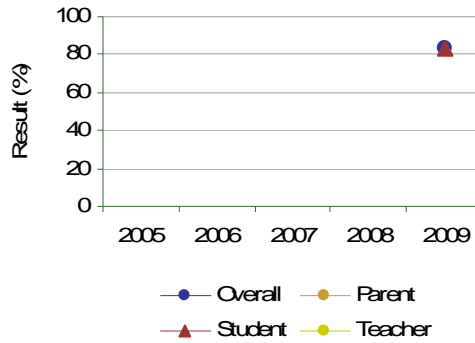
**Strategies**

- encourage children to be accountable and responsible for their work choices in our prepared classroom environments. Children must negotiate the use of learning materials with other members of their classroom on an ongoing basis.
- provide multi-aged classrooms to include spans of 3 years in each grouping. This allows our students an authentic experience of diversity within the mini-societies that are our classrooms.
- involve elementary-aged children in Going Out opportunities. These opportunities extend classroom learning out into the greater social community on a regular basis, thus inspiring thoughts and acts of contribution (citizenship) within their community.
- teach lessons in ways that instill a sense of gratitude, awe and wonder for all that has come before. Children will be asked to make connections with the people of the past and to wonder about their 'cosmic task' for making a difference in the world.
- incorporate many self-governing features: regular class meetings, student input into social and community issues, the peace table as a tool for children to solve problems independently.

**Measure History (OPTIONAL)**

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

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9	83.3
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	*
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9	83.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4	*



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Please Note**

**TARGETS**

- Annual targets for Accountability Pillar measures with an overall evaluation of “Issue” or “Concern” are required and must indicate progress toward or moving into the next higher achievement standard over the plan period.

**STRATEGIES**

- Include at least one strategy for each outcome, strategies to address special populations of students, as applicable, and strategies to address Accountability Pillar results, including strategies designed to improve results on any measure with an overall evaluation of “Issue” or “Concern.”
- Strategies to address results with an evaluation of “Issue” or “Concern” must be highlighted.

**Goal Three: Success for First Nation, Métis and Inuit (FNMI) Students**

**Outcome: FNMI students are well prepared for citizenship, the workplace and post-secondary education and training.**

<b>Performance Measures</b> [results required to be reported in 2010]
<ul style="list-style-type: none"> <li>• High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.</li> </ul>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>▪ outcomes that meet all students' varied needs under Goal One.</li> <li>▪ use inclusive model of education respects diverse learner perspectives and requirements.</li> <li>▪ make students aware of the FNMI people through Alberta Social Studies curriculum.</li> <li>▪ visit aboriginal museum.</li> </ul>

**Outcome: Key outcomes for FNMI students improve.**

<b>Performance Measures</b> [results required to be reported in 2010]
<ul style="list-style-type: none"> <li>• Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieved the standard of excellence on provincial achievement tests.</li> </ul>
<ul style="list-style-type: none"> <li>• Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieve the standard of excellence on diploma examinations.</li> </ul>
<ul style="list-style-type: none"> <li>• Annual dropout rate of self-identified FNMI students aged 14-18.</li> </ul>
<ul style="list-style-type: none"> <li>• High school completion rate of self-identified FNMI students (three-year rate).</li> </ul>
<ul style="list-style-type: none"> <li>• Percentages of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.</li> </ul>
<ul style="list-style-type: none"> <li>• Percentages of self-identified Grade 12 FNMI students eligible for a Rutherford Scholarship.</li> </ul>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>▪ outcomes that meet all students' varied needs under Goal One.</li> <li>▪ inclusive model of education respects diverse learner perspectives and requirements.</li> <li>▪ make students aware of the FNMI people through Alberta Social Studies curriculum.</li> <li>▪ visit aboriginal museum.</li> </ul>

**Goal Four: Highly Responsive and Responsible Jurisdiction**

**Outcome: The Private School Authority.**

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	n/a	n/a	n/a	n/a	n/a			
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>▪ give parents access to the school staff and Administration on a daily basis through email and arranged meetings.</li> <li>▪ parents are majority of members of the MMEC Advisory Board of Directors at the school. They advise the Shareholders and Administration on long range planning and mission.</li> <li>▪ continual sharing of information between all of the stakeholders at Maria Montessori Education Centre: shareholders, school administration, school staff, Board of Directors, Parents' Community, and all MMEC children and their families. We have close working relationships.</li> <li>▪ job descriptions, By-Laws and USA are in place to define the roles and relationships of the stakeholders at our school.</li> </ul>								

Measure History (OPTIONAL)
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.
[No Data for Parental Involvement]
[No Data for Parental Involvement]
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

**Please Note**

**TARGETS**

- Annual targets for Accountability Pillar measures with an overall evaluation of “Issue” or “Concern” are required and must indicate progress toward or moving into the next higher achievement standard over the plan period.

**STRATEGIES**

- Include at least one strategy for each outcome, strategies to address special populations of students, as applicable, and strategies to address Accountability Pillar results, including strategies designed to improve results on any measure with an overall evaluation of “Issue” or “Concern.”
- Strategies to address results with an evaluation of “Issue” or “Concern” must be highlighted.

**Outcome: The education system at all levels demonstrates leadership and continuous improvement.**

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	77.8	n/a	High	n/a	n/a			
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>▪ pursue 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 Montessori knowledge and insight within the Calgary community.</li> <li>▪ complete and review yearly Teacher Professional Growth Plans to facilitate ongoing development in their knowledge, skills and attitudes as professionals.</li> <li>▪ maintain Canadian Council of Montessori Administrators (CCMA) affiliation. This involvement with a reputable Montessori organization encourages us to continually improve and reflect on our professional identity.</li> <li>▪ ensure all criteria are met or exceeded to maintain status as an accredited private school in Alberta.</li> </ul>								

Measure History (OPTIONAL)										
Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.										
	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9	77.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	*
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9	77.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4	*

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Please Note**

**TARGETS**

- Annual targets for Accountability Pillar measures with an overall evaluation of “Issue” or “Concern” are required and must indicate progress toward or moving into the next higher achievement standard over the plan period.

**STRATEGIES**

- Include at least one strategy for each outcome, strategies to address special populations of students, as applicable, and strategies to address Accountability Pillar results, including strategies designed to improve results on any measure with an overall evaluation of “Issue” or “Concern.”
- Strategies to address results with an evaluation of “Issue” or “Concern” must be highlighted.

**Budget Highlights**

- *Key financial information about the upcoming school year, focusing on anticipated major changes or shifts in focus from the prior year to address evaluation of Accountability Pillar results.*
- *Guiding principles used in financial planning*
- *Charts/tables to summarize information*
- *A web-link to the jurisdiction’s Budget Report Form*

Maria Montessori Education Centre is a not-for-profit corporation. The school programs operate with Level 2 government funding supplemented by shareholder loans from the corporation, and a low tuition charge. We fundraise as a means of keeping tuition at a minimum.

Guiding principles used in financial planning include the following:

- To provide a quality Montessori program for Calgary’s children and their families regardless of economic means. We therefore offer as low tuition as possible.
- It is fundamental to our program to have skilled teachers with accredited Montessori training. In order to recruit and maintain appropriate teachers and support staff, we must offer competitive salaries and benefit packages.

Key Financial Information:

**REVENUE**

Government funding	\$311,916
Tuition Fees/other sales and service	\$429,950
Non Instructional Fees	\$ 23,000
Gifts and Donations	\$ 50,000
<b>Total Revenue</b>	<b>\$814,866</b>

**OPERATING EXPENSES**

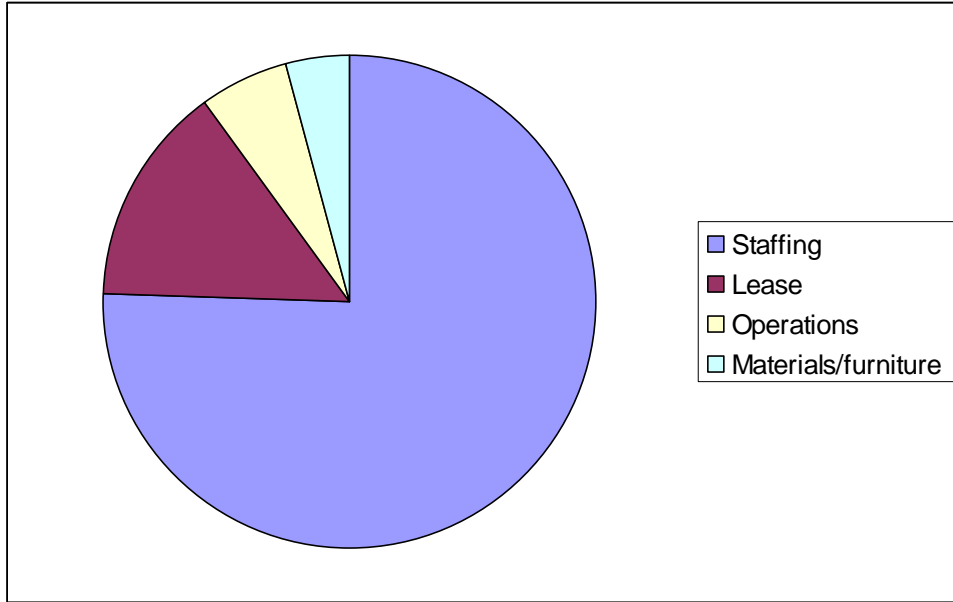
Certificated Salaries	\$303,500
Certificated Benefits	\$ 28,716
Non-Certificated Salaries	\$296,965
Non-Certificated Benefits	\$ 39,690
Lease	\$128,000
Operations	\$ 41,603
Amortizations	\$ 12, 964
<b>Total Operating Expenses</b>	<b>\$851, 439</b>

**CAPITAL EXPENSES**

Materials/furniture	\$ 36,000
<b>Total Capital Expenses</b>	<b>\$ 36,000</b>

<b>Total Expenses</b>	<b>\$887,439</b>
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For further financial information our Budget Report is located at:  
<http://mmec.ca/index.php?f=/montessori/accreditation>



#### Highlights of Facility and Capital Plans

- *Brief description of major school renewal or construction projects and benefits for students.*
- *A web-link to more detailed information.*

MMEC had planned to move facilities in summer 2009. Unforeseen circumstances meant we were unable to stay at the new facility as planned. As a result we returned to our former facility in August. Due to this double relocation we lost families on both moves. As well, the current economic climate, coupled with our low tuition base, has meant a few families being unable to return in 2009/10 school year due to personal financial concerns. These factors have lead to a lower than anticipated enrolment, and therefore lower revenues.

Business decisions that are being made are to:

- Re-pay \$80,000 in Shareholder debt.
- Outfit a new Lower Elementary class and fully equip the Upper Elementary at the cost of \$30,000.
- Secure top-notch staff and trainees who have higher salaries on our pay scale to stabilize and normalize MMEC over the long term.

We foresee financial stability and balanced budgets occurring by 2011/12.

### Publication and Communication

- *Include web link to posted document.*
- *Indicate how the three-year plan has been/will be communicated to parents and the public.*
- *Indicate how the school board provided an opportunity for school councils to be involved in updating school three-year education plans.*

The Maria Montessori Education Centre Three-Year Educational Plan is Available at [mmec.ca](http://mmec.ca), or by contacting the school at (403) 668-8538.

Stakeholders are informed of the location of the Maria Montessori Education Centre Three-Year Educational Plan in the June, September and November newsletters, and at the June Parents' Community meeting and fall AGM.