

# ANNUAL EDUCATION RESULTS REPORT



**HILLCREST MONTESSORI**  
**ELEMENTARY SCHOOL**

*YEAR # 1 2024-2025*

SCHOOL AUTHORITY - A.0347  
BOARD CHAIR: CHARITY SHONHIWA



**FORT McMURRAY**  
**—MONTESSORI—**  
**FOUNDATION**



## *ACCOUNTABILITY STATEMENT*

The Annual Education Plan & Results Report for Hillcrest Montessori Elementary School (HMES) for the 2024–2025 year was prepared under the direction of the Fort McMurray Montessori Foundation Board of Directors, in accordance with the responsibilities under the Private Schools Regulation and the Education Act.

This document accurately reflects the progress, results, and assurance measures of Hillcrest Montessori Elementary School for the 2024–2025 school year. The Board is committed to continuous improvement and ensuring that resources are used effectively, efficiently, and in alignment with Alberta Education’s Assurance Framework.

The Board has reviewed and approved the Annual Education Plan & Results Report, and hereby provides accountability for the outcomes, financial management, and implementation of strategies described within.

Signed on behalf of the Fort McMurray Montessori Foundation:

Original Signed  
Board Chair, Fort McMurray Montessori Foundation  
Charity Shonhiwa

## *ACCOUNTABILITY AND ASSURANCE SYSTEM*

HMES maintains a comprehensive, transparent assurance system that includes:

- Annual Education Plan (AEP)
- Annual Education Results Report (AERR)
- Regular Board oversight and review
- Compliance with Private Schools Regulation
- Alignment with Alberta’s Assurance Domains
- Opportunities for School Council to review and provide input
- Sharing of results and plans with families through newsletters, meetings, and the school website

The system ensures continuous improvement, compliance, and community accountability.

### *Prepared by:*

Hillcrest Montessori Elementary School (HMES)  
Operated by the Fort McMurray Montessori Foundation (FMMF)  
Fort McMurray, Alberta

School Principal: Ms. Patricia Chioneso Maraire  
Governing Body: Fort McMurray Montessori Foundation Board of Directors

### *Permalink*

<https://hmaschools.com/about-us/accountability-reporting/>

*Publication Date: November 30, 2025*



## *LAND ACKNOWLEDGEMENT*

"We want to acknowledge that we are learning and leading on Treaty 8 territory and we honour and acknowledge all of the First Nations, Métis and Inuit peoples who have lived, traveled and gathered on these lands for thousands of years." The Fort McMurray Montessori School Foundation Board prepared the Education Plan and the Annual Education Results Report (AERR) under the direction of Alberta Education. The three-year Education Plan determines the short- and long-term strategic goals and academic direction for Hillcrest Montessori Elementary School (HMES). The results were based on consultation with teaching faculty, the Parent Advisory Council, and other stakeholders within the greater community (locally based). The school is currently operating from preschool to Lower Elementary. The current highest level is grade 6. The Education Plan is re-evaluated and revised annually with approval from the FMMSF Board of Directors in May in each school year. The AERR reports the results from these local measures, as well as key areas identified by Alberta Education. These key areas provide assurance that HMES is meeting the needs of learners and fulfilling its responsibilities as a school.



# LOCAL AND SOCIETAL CONTEXT

*YEAR # 1 2024-2025*



FORT McMURRAY  
—**MONTESSORI**—  
FOUNDATION



## *MESSAGE FROM THE BOARD CHAIR*

The Fort McMurray Montessori Foundation is pleased to present the 2024–2025 Annual Education Plan & Results Report for Hillcrest Montessori Elementary School. This year marked significant growth in our instructional practices, community partnerships, and inclusive education supports.

Our Board remains committed to strong governance, sound financial stewardship, and the continued development of high-quality Montessori programming aligned with Alberta’s Program of Studies. We are proud of the progress reflected in this report, including strengthened Early Years literacy and numeracy supports, enhanced student wellness initiatives, and increased engagement with families and community partners.

We extend our appreciation to our school leadership team, educators, families, and students whose dedication to continuous improvement and collaborative learning makes Hillcrest Montessori Elementary a thriving community. The Foundation will continue to ensure that strategic planning, resource allocation, and accountability systems support excellence in teaching and learning for all students.

Board Chair - Charity Shonhiwa  
Fort McMurray Montessori Foundation



## *MESSAGE FROM THE PRINCIPAL*

The 2024–2025 school year has been a year of transformation, innovation, and meaningful growth for Hillcrest Montessori Elementary School. Our students demonstrated resilience, curiosity, and a deepening sense of independence as they engaged in Montessori learning experiences aligned with Alberta’s curriculum.

This year, we strengthened our inclusive education practices through expanded partnerships with Providence, Inclusion Alberta, and various local agencies. We enhanced social-emotional learning through daily grace and courtesy lessons, peace education, and intentional routines designed to support wellbeing and belonging. The insights and results described in this report reflect both our successes and our commitment to continual improvement.

I am grateful to our staff, families, Board of Directors, and community partners for their ongoing support and collaboration. Together, we continue to build a nurturing, rigorous, and inclusive environment where every child can flourish.

Ms. Patricia Chioneso Maraire  
School Principal  
Hillcrest Montessori Elementary School





## *FOUNDATION STATEMENTS VISION*

Our vision is of a world that lives in peace; a world community based on interdependence and respect for all life and all people. A Montessori school community of supportive parents, dedicated teachers and staff, and joyful learners. We desire to nurture capable, confident, and compassionate learners who demonstrate independence, curiosity, and a deep respect for themselves, others, and their environment.

### *MISSION*

Hillcrest Montessori Elementary School provides a prepared environment rooted in Montessori principles and aligned with Alberta's Program of Studies. Through individualized learning, hands-on exploration, and a culture of respect, HMES ensures that each child experiences academic growth, wellness, and a strong sense of belonging.

The Mission of the Hillcrest Montessori Elementary School is:

- To inspire a passion for excellence
- To nurture the curiosity, creativity, and imagination born within us all
- To give our students a vision of the universe
- And to awaken the human spirit of every child

### *CORE VALUES*

The Fort McMurray Montessori Foundation is guided by the following values:

**Respect** – fostering dignity, empathy, and peaceful interactions

**Independence** – supporting students to take ownership of their learning and choices

**Inclusivity** – ensuring every child feels welcomed, supported, and valued

**Excellence** – upholding high standards in teaching, learning, and accountability

**Community** – building strong partnerships with families and community organizations

**Integrity** – demonstrating transparency, responsibility, and professional ethics



## *SCHOOL AUTHORITY INFORMATION*

Hillcrest Montessori Elementary is an accredited funded independent school under the authority of the Fort McMurray Montessori Foundation, committed to meeting the accountability, reporting, financial, and assurance requirements established by Alberta Education.

## *BELIEFS & ATTITUDES*

**We** affirm that education begins at birth and continues throughout life. While our emphasis is on our students, we are a center of support for people of all ages to continue learning and developing toward becoming whole, balanced, and healthy individuals.

**We** believe that intelligence is not rare among human beings, nor is it fixed at birth.

**We** believe that wisdom can be cultivated.

**We** believe that true wisdom is the ability to listen to your heart and know how best to put your intelligence to work for you. In order to achieve this goal, self-esteem, human dignity, and emotional well-being, as well as the ability to communicate and cooperate effectively with others, must be valued at least as highly as academic and material success.

**We** approach learning by seeking to understand and respect each student's uniqueness and by guiding them individually at their own pace through the range of learning skills so that they fully realize their potential.

**We** celebrate the natural diversity of human beings, be it in learning style, interests, or definition of what makes a happy and successful life.

We affirm the ideal of the Renaissance person. Our ultimate goal is to produce Renaissance men and women who have not only learned how to learn but also have an innate love of learning, a wide range of interests, and an openness to new ideas and possibilities.

**We** nurture self-esteem and affirm that it is a crucial ingredient for the full expression of a person's potential. This is the very fabric of our community and our educational methods.

**We** teach students not to be afraid of failure. We support them in stepping outside of their comfort zone and not to fear taking risks. We encourage them to learn from their experiences — both successes and failures — and to accept the outcome as non-threatening feedback on their progress and personal growth.

**We** nurture intellectual, emotional, spiritual, and physical growth in developing a whole, healthy being.



## *PROGRAMS OFFERED*

HMES provides:

- Montessori Early Years programming (3- to 5-year-olds)
- Lower Elementary Montessori programming (Grades 1–3)
- Upper Elementary Montessori programming (Grades 4–6)
- Daily peace education and social-emotional learning
- Outdoor learning and experiential activities
- Inclusive education supports through Providence and community agencies

The school environment includes multi-age groupings, hands-on materials, individualized instruction, and a barn-door design that allows flexible movement between Lower and Upper Elementary room

## *COMMUNITY & PARTNERSHIPS*

HMES is deeply connected to the local community and collaborates with several agencies, including:

- Providence
- Inclusion Alberta
- Keyano College supports
- Occupational therapy, speech-language pathology, and behaviour consultants
- Local health and social service providers
- The Wood Buffalo Inclusion Charter, of which HMES is an official signatory

These partnerships strengthen student learning, inclusion, wellness, and family engagement.

## *OPERATIONAL CONTEXT*

Several operational developments shaped the 2024–2025 school year:

- HMES expanded its Early Years programming through partnerships with a private childcare provider to provide an extended day childcare and out-of-school Care program for the ECS to grade 6 students.
- The school continued to grow enrollment and refine Montessori programming following facility improvements.
- Staff worked collaboratively to strengthen literacy, numeracy, and inclusive education practices in response to Alberta Education’s requirements for K–3 screening and support reporting.
- The school community demonstrated resilience and adaptability in response to the economic and demographic fluctuations typical of the Fort McMurray region.

This contextual information provides the foundation for understanding the results, analysis, and improvement strategies presented within this report.

## *THE FUNDAMENTAL NATURE OF OUR SCHOOL*

The Montessori approach to learning is the educational framework of our educational program. Hillcrest Montessori Academy (HMA) is committed to being an international and multicultural school.

- HMA is a close-knit community of students, educators, parents, and friends of the school.
- HMA is designed to prepare students both for the university and for life.
- Our school teaches students to be at home in the world of nature.
- HMA is a family-friendly school.
- We are committed to character and values.
- We are committed to diversity.

## *MONTESSORI PHILOSOPHY*

Our approach is inspired by Dr. Maria Montessori's belief in the whole child. At HMES, learning is student-centered, developmentally responsive, and grounded in purposeful work. Multi-age classrooms encourage collaboration, leadership, and individualized pacing. The Montessori materials support conceptual understanding and mastery through concrete, hands-on experiences that lead to abstract thinking.

Daily grace and courtesy lessons, peace education, and practical life activities promote self-regulation, respect, and social responsibility. These practices directly contribute to the assurance domains of Learning Supports, Teaching & Leading, and Student Growth & Achievement.

## *GOALS*

- The Montessori approach to learning is the educational framework of our educational program.
- Hillcrest Montessori Elementary School (HMES) is committed to being an international and multicultural school.
- Our school teaches students to be at home in the world of nature.
- HMES is designed to prepare students both for the university and for life.

Our goal is to inspire a passion for excellence and a lifelong love of learning.



## *CONTEXTUAL INFORMATION*

Hillcrest Montessori Elementary School (HMES) is an accredited, funded independent school located in Fort McMurray, Alberta, serving children in Early Years, Lower Elementary, and Upper Elementary Montessori programs. HMES operates under the governance of the Fort McMurray Montessori Foundation and is committed to providing a high-quality Montessori education aligned with Alberta's Program of Studies.

## *STUDENT POPULATION*

In 2024–2025, HMES enrolled students from diverse cultural, linguistic, and socio-economic backgrounds, representing the Wood Buffalo region. The school's population includes:

- Early Years students (ages 3–5) participating in partial-day ECS Montessori programming
- Elementary students in a multi-age, mixed-grade Montessori environment (Grades 1–6)
- Students receiving specialized supports through partnerships with Providence and external service providers
- Students receiving English as an Additional Language support as needed

HMES serves both long-term Fort McMurray residents and families who are new to the region due to work in the energy sector, creating a dynamic and diverse school community.

## *STAFFING*

IHMES employs a team of certified Alberta teachers, Montessori-trained educators, and education assistants. Staff work collaboratively across Early Years and Elementary programs, supporting student learning, wellness, and inclusion. The school's instructional team is supported by:

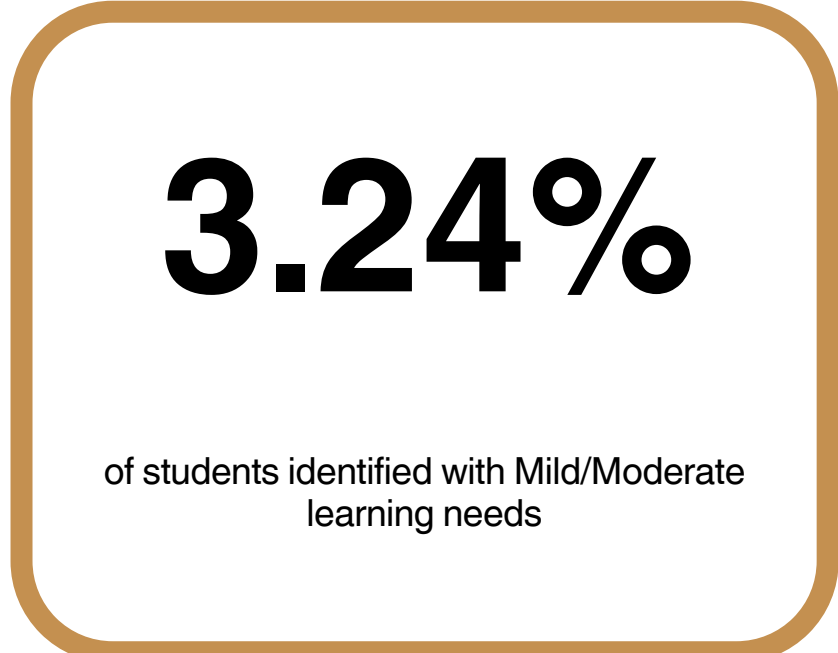
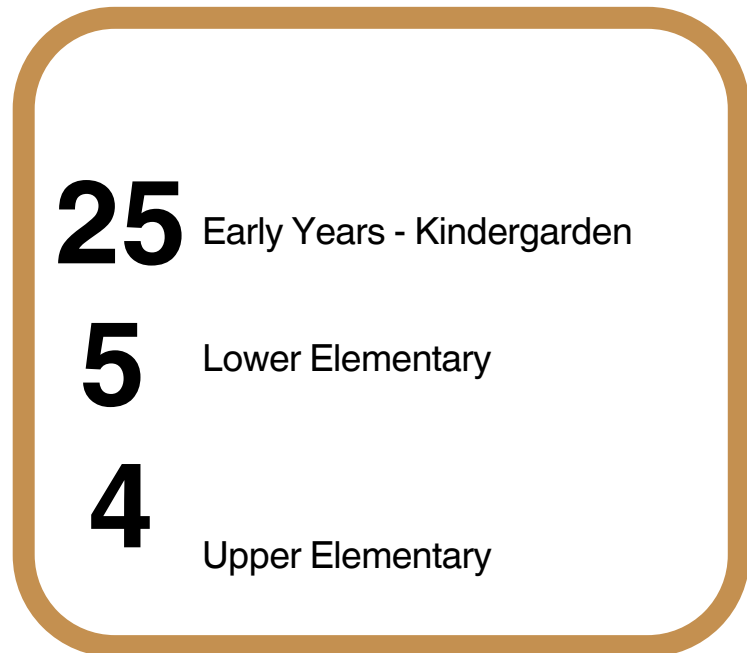
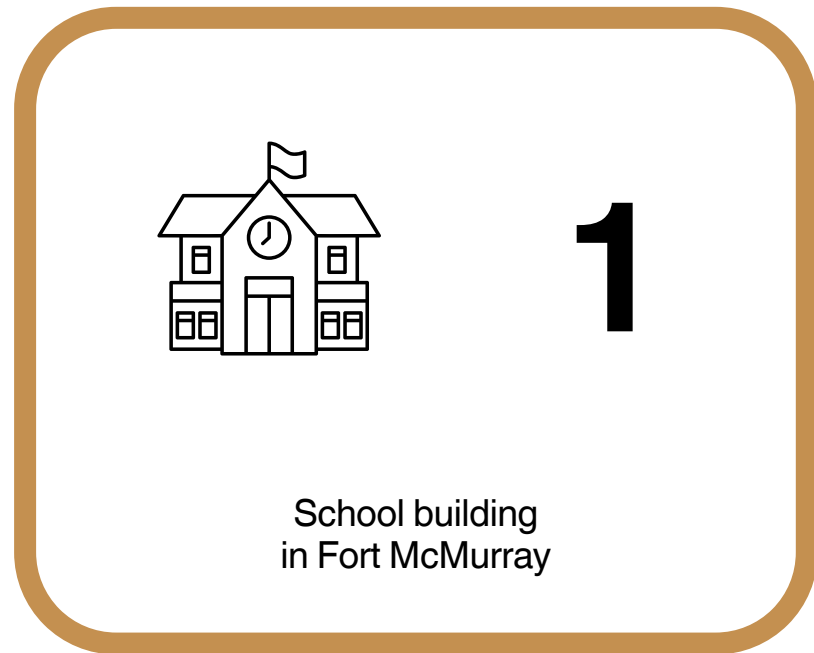
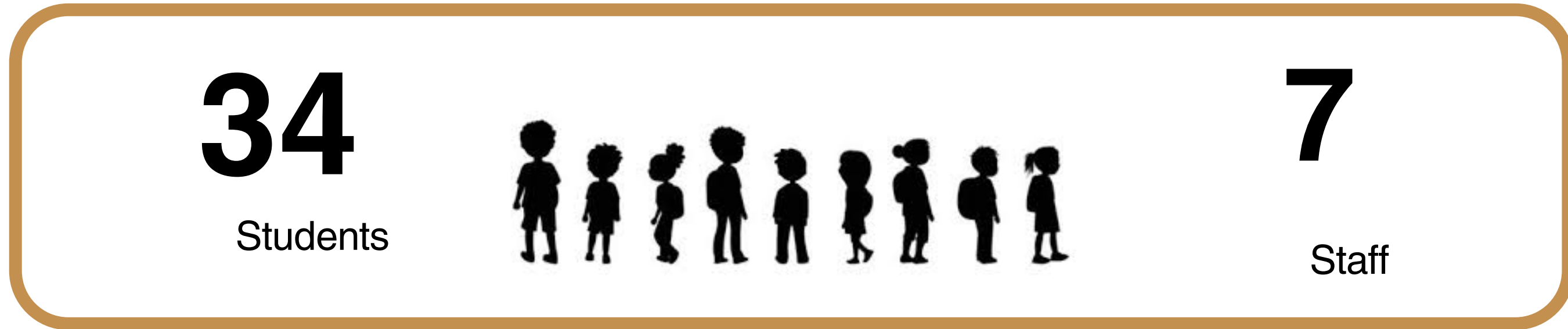
- The School Principal
- An Executive Director for Strategic Planning
- Early Years Director overseeing the ECS coordination
- Specialized service partners (OT, SLP, psychology, behaviour supports)

Professional learning is ongoing and aligned with Montessori pedagogy, Alberta Education curriculum shifts, inclusive education practices, and the Teacher Growth, Supervision, and Evaluation Policy.





*CONTEXTUAL INFORMATION - Summary*



## *FOSTERING STAKEHOLDER ENGAGEMENT*

Hillcrest Montessori Elementary School recognizes that strong relationships with families, staff, students, and community partners are essential to student success. Stakeholder engagement ensures diverse voices inform school planning, supports transparency, and strengthens trust across the school community.

### **2024–2025 Results Commentary**

Engagement at HMES included the following dimensions:

- **School Governance:** Parents participated in school council discussions and strategic planning priorities.
- **Volunteering:** Families supported classroom activities, events, and community-building initiatives.
- **Advocacy:** The school engaged families in discussions around student needs, community partnerships, and program enhancements.
- **Fundraising & Community Support:** Collaborative events supported school-wide improvements and enrichment activities.
- **Mentorship & Career Guidance:** Parents and community members shared professional knowledge through presentations and school events.
- **Curriculum Input:** Parent feedback informed programming decisions, student supports, and inclusion initiatives.
- **Community Partnerships:** Collaborations strengthened learner supports, wellness initiatives, and cultural programming.



## *FOSTERING ENGAGEMENT WITH THE INDIGENOUS COMMUNITY*

Hillcrest Montessori Elementary School values the importance of building meaningful relationships with Indigenous communities and embedding Indigenous perspectives into teaching and learning.

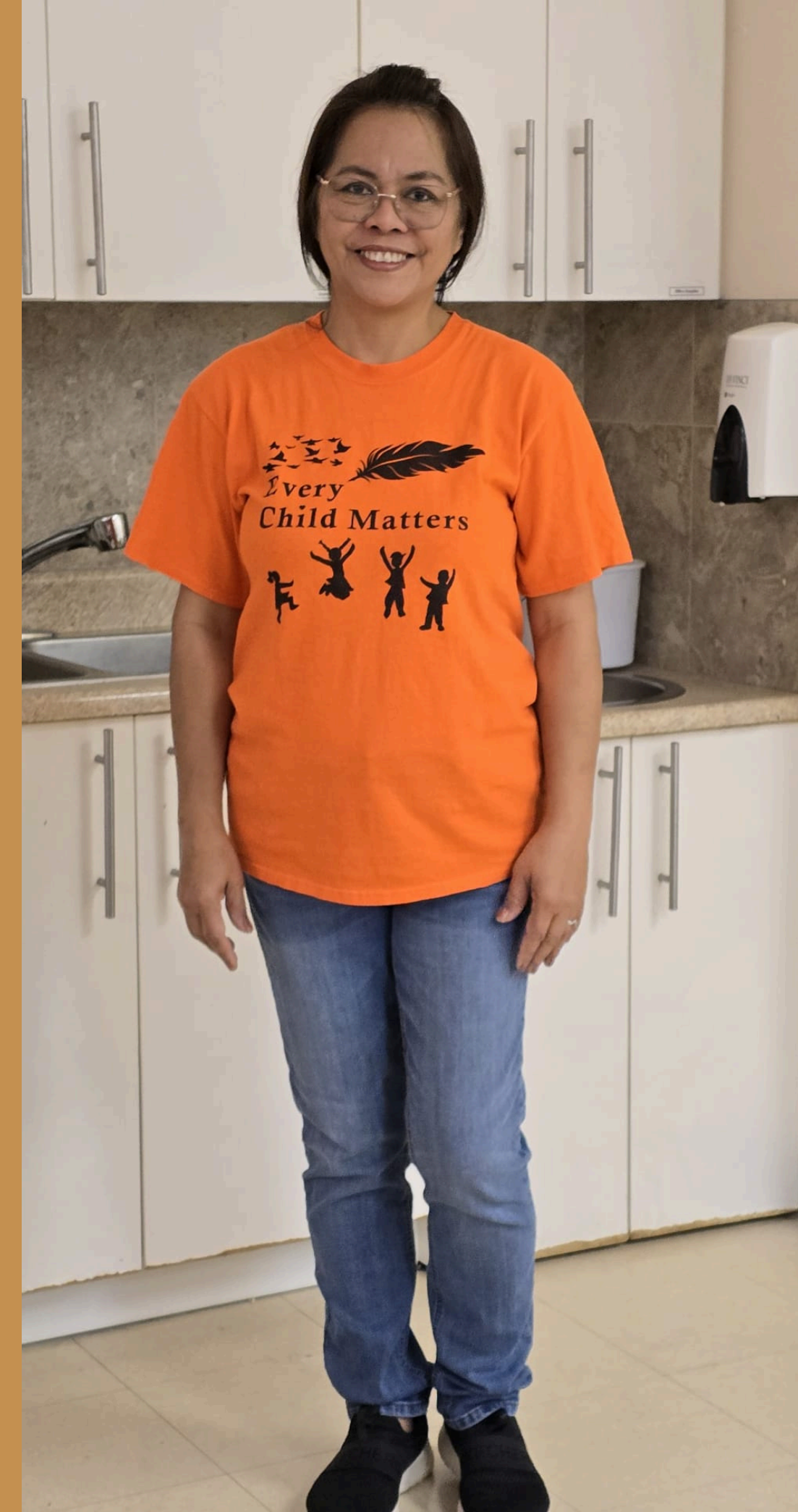
### **2024–2025 Indigenous Engagement Update**

- HMES had scheduled weekly Elder visits to support cultural learning, storytelling, and classroom instruction. Due to unforeseen circumstances, the Elder was unable to attend, and as a result, no Indigenous cultural programming or Elder-led sessions occurred this school year.
- Teachers continued to introduce age-appropriate Indigenous literature and guided discussions.

### **Planned Initiatives for 2025–2026**

To ensure meaningful Indigenous engagement moving forward, HMES has developed a comprehensive plan for the 2025–2026 school year. These initiatives are planned but have not yet occurred:

- Inviting Elders and Knowledge Keepers to participate in school events, including Multicultural Art Day and classroom cultural sessions
- Developing culturally rich activities such as beadwork demonstrations, fur trade history presentations, and experiential craft workshops
- Arranging a future classroom visit from Elders, who will provide hands-on, story-based cultural teachings
- Introducing culturally significant feather craft and storytelling workshops led by Indigenous presenters
- Strengthening long-term partnerships with local Indigenous organizations to support cultural learning
- Field Trip Planning for 2025–2026
- HMES is also preparing to coordinate a field trip to the Anzac community, where students will:
  - Meet with local Elders and Knowledge Keepers
  - Participate in land-based learning experiences
  - Learn about regional Indigenous traditions, values, and local histories
  - Engage in immersive, hands-on cultural activities connected to the land and community teachings
- These planned initiatives reflect HMES's ongoing commitment to reconciliation and culturally respectful education as part of its long-term school development priorities.





## *WHISTLEBLOWER PROTECTION REPORT*

- Hillcrest Montessori Elementary School is committed to transparent governance, ethical conduct, and protecting individuals who disclose concerns. The school follows the Public Interest Disclosure (Whistleblower Protection) Act to ensure all students, families, and staff are safe, supported, and protected from retaliation.
- Commitment to Protection and Transparency
- Individuals may confidentially report suspected wrongdoing without fear of reprisal.
- Wrongdoing includes actions that may cause harm to students, staff, parents, or the public interest.
- Anyone who discloses wrongdoing or cooperates in an investigation is legally protected.

## *ANNUAL REPORT OF DISCLOSURES*

Under the Public Interest Disclosure Act:

Number of disclosures made in 2024–2025: 0

### **Reporting Procedure**

Concerns may be directed to:  
Gene Williams

Designated Officer, Alberta Public Service  
6th Floor, Peace Hills Trust Tower  
10011 109 Street  
Edmonton, AB T5J 3S8  
Phone: 780-644-2570  
Email: [whistleblower@gov.ab.ca](mailto:whistleblower@gov.ab.ca)

HMES remains committed to maintaining a transparent, accountable, and ethical school environment rooted in trust and community well-being.



## *INITIATIVES TO SUPPORT AND ENABLE TEACHER GROWTH AND PROFESSIONAL LEARNING*

### *REVIEW OF THE 2024–2025 SCHOOL YEAR*

During the 2024–2025 school year, Hillcrest Montessori Elementary School continued its commitment to ensuring that all academic staff are well-prepared, professionally supported, and equipped to deliver curriculum-aligned Montessori education at a high standard. Maintaining a high-quality learning environment remained a central focus. All Montessori materials were reviewed at each month-end to ensure completeness, functionality, and age appropriateness, with replacements made annually for materials found to be worn, damaged, or incomplete. This ongoing process supported the integrity of the Montessori environment and strengthened instructional quality across classrooms.

All teaching guides at HMES were Montessori trained during the 2024–2025 year, reflecting the school's priority to ensure that staff are knowledgeable in maintaining prepared environments, caring for materials, and understanding developmental readiness. While teachers lead classroom-level material checks, the School Principal conducted routine random inspections throughout the year to ensure consistency and uphold Montessori standards.

The school's supervision and evaluation processes continued to be rooted in the belief that professional growth directly enhances student learning and success. The Principal implemented a structured professional growth track plan that outlined expectations for teacher development, reflective practice, and continuous improvement. This plan supported educators in refining their teaching practices, strengthening their understanding of curricular outcomes, and fostering environments that enable students to reach their fullest potential.

### *ONGOING AND FUTURE COMMITMENTS (2024–2027)*

HMES will carry forward the following initiatives to further enhance professional learning and instructional excellence:

- Continued supervision and professional monitoring of staff by the School Principal throughout the year.
- Ongoing support, mentorship, and guidance for both new and experienced teachers.
- Annual formal evaluations of professional staff performance.
- A structured process whereby staff complete self-evaluations and meet with the Principal to review the Teacher Growth, Supervision, and Evaluation policies in alignment with Alberta Education standards.
- Ongoing alignment of instructional practices with the Teaching Quality Standard, the school's Education Plan, the Foundation's goals, and provincial requirements.
- Maintenance of an annual record of teachers on both the evaluative track and the professional growth track.

Over the next three years, HMES will continue to strengthen teacher learning and reflection through:

- Use of Professional Growth Portfolios to document and track ongoing professional development.
- Annual submission and review of Professional Growth Plans, enabling administrators and staff to collaboratively identify growth priorities that support instructional improvement and student success.

These continued efforts will ensure that HMES upholds a culture of professional excellence, aligned with Montessori principles and Alberta Education standards, while prioritizing student achievement and well-being.

# PRIORITIES & OUTCOMES

*YEAR # 1 2024-2025*



FORT McMURRAY  
—**MONTESSORI**—  
FOUNDATION



## PRIORITY #1 — INCLUSION, WELLNESS & BELONGING

- **OUTCOME #1:** Create a school community wherein each student, staff, and families feel valued, respected, and accepted as a member of the community and school. They will feel a sense of belonging while contributing to an environment where individual needs are respected and accommodated throughout all interactions within our community. The school's role is to put in place an enabling and welcoming, caring, respectful and safe working and conducive learning environment.
- **OUTCOME #2:** Provision of supports to enhance mental and physical health and wellness for both students and staff.
- **DOMAIN:** Learning Support. Teaching & Leading

Measures	
Provincial	Local
AEA survey results measures of Welcoming, Caring, Respectful and Safe Learning	<ul style="list-style-type: none"> <li>• Surveys at parent and community events</li> <li>• First Nations, Métis and Inuit student success</li> <li>• Local survey results</li> </ul>





## PRIORITY #1 — INCLUSION, WELLNESS & BELONGING

### STRATEGIES IMPLEMENTED (2024–2025)

Hillcrest Montessori Elementary School (HMES) has made significant strides in fostering an inclusive and supportive learning environment for all students, staff, parents, and community members. Below is a report outlining the key accomplishments in the areas of inclusion, social-emotional learning (SEL), and community engagement.

#### **Enabling Learning Environment**

- HMES had prepared learning spaces that reflected Montessori principles — such as mixed-age groupings, hands-on materials, and thoughtfully arranged learning areas — that fostered independence, peer teaching, and respect for diversity.
- Explicit school-wide norms (respect, kindness, ownership) were taught and consistently reinforced through restorative practices, morning community circles, and calm-down zones.
- Staff engaged in cultural-responsiveness training and regularly celebrated diverse identities and perspectives within curricula and community events, drawing from Montessori’s multicultural approach — where inclusive lessons, cultural festivals, and diverse materials are woven into the classroom to model respect and global citizenship

#### **Definition of Inclusion**

- HMES successfully established a clear and comprehensive definition of inclusion that is understood and embraced by students, staff, parents, and community members. This shared understanding provides a foundation for inclusive practices, ensuring that all individuals feel welcomed, valued, and supported in the school community.

#### **Staff Support and Professional Development**

- Our staff received extensive resources and training to effectively integrate social-emotional learning within the classroom environment. This training equipped educators with the skills to foster emotional intelligence, self-regulation, and empathy, which are vital for student success in an inclusive setting. Policies and Codes of Conduct HMES introduced new policies and social codes of conduct that embed inclusive education principles into everyday school life. These policies focus on ensuring respect, understanding, and equitable opportunities for all students, promoting a culture of inclusivity across the school community.

#### **Enrollment of All Students**

- HMES revitalized policies to ensure the enrolment procedures worked to prioritize inclusivity by enrolling all students, regardless of their academic or intellectual capabilities. We believe in providing equitable access to education for every child, ensuring that all students receive the support they need to thrive.



## PRIORITY #1 — INCLUSION, WELLNESS & BELONGING

### RESULTS (2024–2025)

#### Student Responses

- 100% reported feeling safe at school.
- 87% reported teachers treat them with respect.
- 62.5% reported teachers “always” listen; remainder “sometimes.”

#### Parent Responses

- 63.6% agreed their child feels a strong sense of belonging; 36.4% unsure.
- 54.5% agreed the school has a clear definition of inclusion; 36.4% unsure.
- 63.6% were unaware of SEL programming.
- 72.7% agreed the school respects FNMI cultures.

#### Staff Responses

- Staff reported strong leadership support and positive culture.
- Staff indicated a need for additional EAs, inclusive materials, behaviour tools, and PD in neurodiversity.

### ANALYSIS

- Students feel safe, respected, and supported and have strong relationships with classroom teachers.
- Parents perceive strong belonging but require greater visibility and communication about inclusion and SEL practices.
- Students feel less connected to enrichment teachers/EAs due to limited relational time.
- Staff identify a need for expanded supports and clearer systems to meet diverse student needs.
- FNMI respect is perceived, but FNMI programming requires greater visibility.





## PRIORITY #1 — INCLUSION, WELLNESS & BELONGING

### IMPROVEMENT STRATEGIES (2025–2026)

#### Social-Emotional Learning (SEL) Integration

- HMES will form a dedicated SEL Leadership Team (including administrators, teachers, and parents) to craft a unified SEL vision aligned with Montessori pedagogy. The team will design and embed short SEL lessons — morning meetings, emotion check-ins, role-play, restorative circles — across all academic subjects and classroom routines.
- Teachers will receive ongoing SEL training and peer coaching, enabling them to model and guide emotional literacy, self-management, empathy, and responsible decision-making. Outcome tracking will include student surveys, behavior data, and teacher observations, reviewed regularly for continuous improvement

#### Enhancing the Enabled Learning Environment

- Staff will engage in cultural responsiveness training and regularly celebrate diverse identities and perspectives within curricula and community events.

#### Confident, Inclusive Teaching Staff

- HMES will invest in professional development aligned with evidence-based SEL and inclusive teaching practices. Teachers will be trained in SEL curricula and Montessori methods, receive coaching on integrating emotional intelligence into all subjects, and model empathy and self-awareness.
- Montessori-trained educators will co-teach in mixed-age settings, mentoring one another and integrating inclusion into daily instruction. SEL and behavior management tools will include micro-lessons, class meetings, and restorative conferencing. Regular teacher reflection meetings will review implementation fidelity and adjust strategies as needed .

#### Parental Engagement and Awareness

- HMES will engage families as partners in SEL and inclusion through structured communication and education. This will include Back-to-School SEL orientation, monthly SEL tip newsletters, home–school connections like emotion-tracking activities, and interactive workshops.
- Parent participation will be encouraged in community-building events — cultural celebrations, service projects, and classroom observations — facilitating shared ownership of inclusion values.
- Regular feedback loops via surveys and conferences will inform ongoing adjustments while reinforcing inclusive practices at home and school .





## PRIORITY #2 — LITERACY, NUMERACY & ENRICHMENT GROWTH

Hillcrest Montessori Elementary School will continue to improve student growth in literacy and numeracy skills.

DOMAIN: Student Growth and Achievement  
Teaching and Leading



Measures	
Provincial	Local
Student Learning Assessment K- Grade 3	<ul style="list-style-type: none"> <li>Provincial Literacy and Numeracy Screening Assessment K-Grades 3</li> <li>AEA survey results</li> </ul> <p><b>Classroom Measures</b></p> <ul style="list-style-type: none"> <li>Montessori Early Years and Lower Elementary Assessments that align with the Alberta Education curriculum.</li> </ul>



## PRIORITY #2 — LITERACY, NUMERACY & ENRICHMENT GROWTH

### STRATEGIES IMPLEMENTED (2024–2025)

Hillcrest Montessori Elementary School (HMES) has made significant progress in enhancing student learning outcomes across various academic areas, with a particular focus on literacy, numeracy, and enrichment activities.

#### Introduction of Non-Competitive Drama and Theatre Programs

- HMES introduced non-competitive drama and theatre programs, as well as a filming and broadcasting enrichment opportunity for students in Grades 1-5. Children participated in role-plays, skits, and video productions built into the broader curriculum to boost literacy and public speaking skills
- Students gained confidence in public speaking, storytelling, and teamwork, while enhancing their literacy and comprehension skills.

#### Early Speech and Language Assessments

- All Kindergarten students were assessed by qualified Speech-Language Pathologists on-site - a service embedded in HMES's Sensory Integration Program - Pathologists completed screenings early in the year, identified individual needs, and worked alongside educators to develop targeted support plans.
- This early intervention model ensured that students received tailored language support through both clinic-style sessions and classroom strategies, promoting clear foundations for learning.

#### Benchmark Assessments

- HMES administered benchmark assessments in October, February, and May to track progress in literacy and numeracy. Using classroom-level data, teachers identified learning gaps and implemented differentiated instruction tailored to each student's needs. These assessment cycles were paired with Intervention Team meetings, where evidence-informed strategies were selected and regularly updated based on student improvement, ensuring responsive and targeted support.

#### Alberta Education Literacy and Numeracy Assessments

- Aligned with the Alberta Education framework, HMES conducted standardized literacy and numeracy assessments: Kindergarten students in January, and Grades 1–3 in Fall. Educators analyzed results to pinpoint developmental needs, and collaboratively designed individualized learning plans.
- Based on insights, they prioritized small-group work, targeted mini-lessons, and ongoing progress monitoring to ensure early identification and remediation in key academic areas.





## PRIORITY #2 — LITERACY, NUMERACY & ENRICHMENT GROWTH

### *RESULTS (2024–2025)*

#### **Student Responses**

- Students reported strongest engagement in reading, writing, PE, and hands-on math materials.
- Students communicated high academic confidence when supported by their main teacher.

#### **Parent Responses**

- Parents agreed students are progressing academically and appreciate enrichment options.
- Some parents reported being “unsure” how literacy/numeracy instruction is structured, requesting clearer communication and examples.

#### **Staff Responses**

- Teachers reported strong growth in phonetic awareness, decoding, writing stamina, number sense, and operations.
- Staff requested more intervention tools, EA support, and structured literacy/numeracy PD.

### *ANALYSIS*

- Students thrive when learning is hands-on, choice-based, and connected to supportive relationships.
- Parents observe progress but require clearer communication and visibility of academic programming.
- Teachers see consistent growth yet acknowledge limits in capacity without more EA support and tools.
- Academic confidence is tied to stable, daily teacher relationships; students need more connection time with enrichment teachers and EAs.



## PRIORITY #2 — LITERACY, NUMERACY & ENRICHMENT GROWTH

### *IMPROVEMENT STRATEGIES (2025–2026)*

Looking ahead to the 2025-2026 school year, HMES plans to expand and enhance its literacy and numeracy programs, continuing to build on the strong foundation established this year.

#### **Re-Introduction of the Reading Buddies Initiative**

- The Reading Buddies initiative will be re-introduced, with upper elementary students partnering with Kindergarten students on a weekly basis. This will not only improve the literacy skills of both groups but also strengthen the sense of community within the school. This peer-to-peer learning model aligns with the Montessori philosophy of collaborative learning

#### **Home Reading Programs**

- HMES will launch a home reading program for all students in Grades K–Gr 3, providing personalized reading plans tailored to each student's level. This initiative will aim to foster a lifelong love of reading while reinforcing literacy skills at home, promoting continuous growth in reading fluency and comprehension.

#### **Staff Professional Development in Phonemic Awareness**

- HMES will host a series of professional development workshops focused on phonemic awareness. Teachers will learn how to create and use hands-on manipulatives to support early learners in mastering letter sounds. These activities will strengthen foundational literacy skills in Early Years and Kindergarten.

#### **Kindergarten Pilot Reading Program (2025–2026)**

- HMES will launch a Kindergarten pilot reading program running five days per week for one hour, focused on strengthening English reading while students are simultaneously beginning French. This balanced bilingual initiative will ensure equitable literacy development in both languages, supporting dual-language proficiency from an early age.





## PRIORITY #5 — STUDENT, PARENT & COMMUNITY ENGAGEMENT

Hillcrest Montessori Elementary School will promote overall, parent and community involvement and engagement to cultivate a thriving educational environment that positively impacts students, families, and the school community as a whole

Measures	
Provincial	Local
Alberta Education Accountability pillar	<ul style="list-style-type: none"> <li>• Ongoing dialogue with Parent Advisory Council to support student growth and achievement</li> <li>• Student led Consultative Meetings with parents to showcase student's leadership skills</li> <li>• Inclusive Education meetings with parents, Providence, Inclusion Alberta, and Wood Buffalo Inclusion Charter to foster inclusion elements in our school.</li> <li>• We are working in collaboration with the Montessori Family Alliance, International Montessori Centre, and Montessori Foundation to equip current and community families with an alternative education system that promotes early learning in literacy and numeracy, great character building, a great love of learning,</li> </ul>





## PRIORITY #5 — STUDENT, PARENT & COMMUNITY ENGAGEMENT

### STRATEGIES IMPLEMENTED (2024–2025)

Hillcrest Montessori Elementary School promoted overall, parent, and community involvement and engagement to cultivate a thriving educational environment that positively impacted students, families, and the school community as a whole through thoughtful planning, consistent implementation, and community collaboration

#### Create Homeroom Communities

- Homeroom communities were launched in September, with each class forming a parent-teacher circle.
- Monthly meetings — both in-person and virtual — became a routine platform for sharing updates, collecting feedback, and coordinating support for classroom projects and school events.
- Discussions included curriculum previews, volunteering opportunities, and ideas for parent-led enrichment activities.
- A summary of each meeting was shared via email for those unable to attend, ensuring all parents stayed informed. Classroom Newsletters Each classroom launched a monthly digital newsletter featuring student highlights, upcoming lessons, Montessori at-home tips, and reminders. Photos of student work, quotes, and project summaries helped parents feel connected to daily classroom life. A newsletter template was developed and shared among staff for consistent formatting and content quality.

#### Facilitate the Enrollment of Parents in Montessori Parenting Courses

- Online course options were curated and shared with families who preferred self-paced learning.
- Free courses and parenting workshops on topics such as independence at home, positive discipline, and preparing a Montessori-friendly environment were offered to all parents to maximize accessibility.
- Feedback surveys indicated increased confidence among parents in supporting Montessori values at home.

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ANNUAL GENERAL MEETING

  
Oct 22nd, 2024  
7.00PM TO 8.00PM

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HILLCREST MONTESSORI  
ELEMENTARY SCHOOL

More info  
hmachoolcouncil@frmacad.com



## PRIORITY #5 — STUDENT, PARENT & COMMUNITY ENGAGEMENT

### STRATEGIES IMPLEMENTED (2024–2025)

#### Parent Ambassador Program

- A volunteer call-out at the start of the year identified enthusiastic returning parents who were trained as ambassadors.
- New families were matched with ambassadors before the first day of school and introduced via email and at orientation events.
- Ambassadors checked in regularly with their matched families, answering questions and providing guidance about routines, expectations, and communication channels.
- The program fostered a welcoming, inclusive atmosphere and improved parent satisfaction during the transition phase

#### Open House Sessions for Community Engagement

- Open House days were hosted each term, inviting current and prospective parents to observe classrooms in action.
- Guided tours were led by student ambassadors, and teachers gave short presentations explaining the Montessori approach.
- Visitors participated in interactive activities and viewed student work displays to understand Montessori learning outcomes.
- Community members — including educators and local leaders — were impressed by the calm, purposeful classroom environments and the independence demonstrated by students.
- These sessions helped boost enrollment and deepen public understanding of the Montessori philosophy.





## PRIORITY #5 — STUDENT, PARENT & COMMUNITY ENGAGEMENT

*RESULTS (2024–2025)*

### Student Responses

- Over 60% stated their teachers “always” listen to them, highlighting strong relationships and student voice.
- Students enjoy elements that contribute to engagement and community connection — class pets, physical education, hands-on activities, and freedom of choice
- 37.5% enjoy school only “sometimes”, indicating that while relationships are strong, daily engagement varies
- Students proposed community-focused improvements: sports teams, upgraded outdoor park, more animals, and reorganized art/music rooms

### Parent Responses

- 70% of parents are very confident their child feels a strong sense of belonging at Hillcrest, a major indicator of successful community engagement
- 80% feel very comfortable communicating with their child’s teacher, reflecting strong parent–school relationships
- Engagement events and inclusion activities were not consistently visible to all parents — nearly half reported limited or no involvement in school initiatives
- 36.4% of parents were unsure how inclusion is practiced at Hillcrest
- 63.6% were unaware of social-emotional learning efforts, showing gaps in communication
- Families noted that newsletters often arrive too late to participate fully in school events
- Parents requested more multicultural celebrations, clearer information about school activities, and better event communications

### Staff Responses

- Staff described strong, positive relationships with families, noting open communication and collaboration
- Teachers reported that parents are highly receptive and communicative, which strengthens the school community.
- Staff identified a need for more consistent academic communication systems, confirming parents’ requests for increased visibility into daily learning
- Teachers emphasized the importance of clearer transition communication and support for families, especially for students with diverse needs (page 25).
- Staff expressed a desire for greater clarity when communicating school initiatives, inclusion practices, and event expectations — mirroring parent feedback on communication gaps.
- Overall, staff responses reflect an engaged, supportive culture but acknowledge that more structured, schoolwide communication systems would improve family partnership.

### Community Engagement Results

- Partnerships with Providence, Inclusion Alberta, and specialists enhanced student support access.
- However, 40% of parents were unaware that these partnerships existed, reducing their perceived value
- Participation in school community events was inconsistent due to late or unclear communication, limiting involvement
- Families expressed desire for more multicultural events, guest speakers, school dances, spirit days, and after-school programs



## PRIORITY #5 — STUDENT, PARENT & COMMUNITY ENGAGEMENT

### *ANALYSIS*

The results strongly indicate that Hillcrest Montessori Elementary School has established a caring, inclusive, and relationship-driven community. Students consistently report feeling safe, heard, and connected to their teachers — core indicators of a healthy school culture. Parents describe the school as welcoming and affirm that communication with classroom teachers is positive and supportive. Staff also highlight strong collaboration, mutual respect, and meaningful partnerships with families. Existing community relationships, such as those with Providence and Inclusion Alberta, further enrich the school environment and enhance supports available to students.

At the same time, feedback from all stakeholder groups reveals valuable opportunities to strengthen engagement even further, particularly in the area of communication. Stakeholders noted:

- A need for greater visibility of inclusion and SEL initiatives already occurring within the school.
- Earlier and more consistent event communication to support higher family participation.
- A desire for more predictable academic updates that help families understand and follow student learning.
- The opportunity to increase awareness of community partnerships and the supports they provide.
- Interest in more structured, schoolwide communication systems to enhance clarity and consistency.

Overall, Hillcrest demonstrates strong foundational engagement, rooted in trust, relationship-building, and a positive school climate. By refining communication systems and increasing visibility of existing initiatives, the school is well-positioned to elevate student, parent, and community engagement to an even higher standard in the years ahead.





## PRIORITY #5 — STUDENT, PARENT & COMMUNITY ENGAGEMENT

### *IMPROVEMENT STRATEGIES (2025–2026)*

Building on the strong relational foundation at Hillcrest Montessori Elementary School, the following strategies will further enhance student, parent, and community engagement:

#### **1. Encourage Parents to Join the International Montessori Family Alliance (IMFA)**

- An IMFA informational session will be held during the first parent orientation night, highlighting the benefits of membership through expert-led presentations and personal testimonials. This session will introduce families to IMFA’s resources.
- Parents will be regularly reminded through monthly newsletters and homeroom meetings to explore IMFA content — such as newsletters, blogs, and live webinar events — and will receive summaries of new resources and invitations to upcoming sessions.
- We will facilitate IMFA membership among Hillcrest families by promoting group membership discounts and encouraging participation at homeroom meetings.

#### **2. Strengthening Homeroom Communities**

- To build stronger connections and consistent participation, we will introduce themed monthly topics aligned with Montessori values — such as independence, emotional regulation, and purposeful play — which will guide discussions and purposefully support collaborative problem-solving. Teachers and administrators will prepare 2–3 key discussion prompts in advance to keep meetings focused.
- In program meetings, parent involvement will be encouraged by rotating facilitation roles, allowing different parents to co-host meetings with support from the teacher and using a short facilitation guide to boost confidence.

#### **3. Enhancing Classroom Newsletters**

- The school will evolve our monthly newsletters into more engaging, dynamic tools by including optional video or audio clips from students reflecting on their work, allowing parents to hear directly from their children. Staff will be supported with clear privacy guidelines and consent protocols to protect student identity.
- Within our monthly snapshots we will feature a “Parent Corner,” where families can share Montessori moments from home, practical tips, or even reflections on parenting challenges. Contributions will be organized in advance with a sign-up calendar coordinated by each classroom.
- To ensure consistency across classroom newsletters, staff will receive dedicated training and professional development on using newsletter tools and maintaining a uniform, polished presentation



## PRIORITY #5 — STUDENT, PARENT & COMMUNITY ENGAGEMENT

### *IMPROVEMENT STRATEGIES (2025–2026)*

#### **4. Growing Montessori Parenting Course Participation**

- To help families implement Montessori principles beyond the classroom, we will establish monthly Montessori Learning Circles, held either online or in-person. These sessions will involve watching a short video or reading a course excerpt together, followed by group discussion led by a staff facilitator.
- To motivate and recognize learning, we will issue digital or printed certificates to parents who complete designated courses, and spotlight their participation in our newsletters.
- We will coordinate with local Montessori trainers and parenting experts to host live workshops throughout the year, focusing on practical topics like discipline, home routines, and language development. When sessions are held in person, childcare will be offered to maximize participation.

#### **5. Strengthening the Parent Ambassador Program**

- We will strengthen the Parent Ambassador Program by formalizing expectations and training. Each ambassador will receive a one-page guide outlining their role, sample talking points, and ways to support new families effectively. An orientation session in late August will prepare ambassadors through role-play, Q&A, and real-life scenarios. Midway through the year, we will conduct a check-in to gather feedback and provide additional support or updates.
- Ambassadors will be encouraged to host informal gatherings — such as park meetups, coffee mornings, or evening chats — which will be promoted through school channels and supported by the admin team to ensure good attendance and impact.

#### **6. Evolving Open House Sessions**

- We will reimagine our Open House events to be more targeted and interactive by organizing themed sessions that highlight specific areas of the Montessori curriculum, such as Sensorial Exploration, Practical Life Skills, or Montessori Math. These events will include live demonstrations, work displays, and hands-on experiences for parents.
- We will invite alumni families and former students to share how their Montessori foundation has supported their higher learning journeys and speak on differences between their experience navigating Montessori and non Montessori schools. Their testimonials will offer valuable insight for prospective and current families alike.
- We will enrich Open Houses by including community booths featuring local libr



FORT McMURRAY  
—MONTESSORI—  
FOUNDATION

# AEAM RESULTS

*YEAR # 1 2024-2025*

SCHOOLAUTHORITY -A.0347  
BOARD CHAIR: CHARITY SHONHIWA

# Assurance Framework

AEAMs are organized across the 5 assurance domains identified by Alberta's Assurance Framework



## Student Growth and Achievement

The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

- Student Learning Engagement
- Student Citizenship
- Literacy and numeracy

## Teaching and Leading

Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.

- Education Quality

## Learning Supports

Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized, and all students are welcomed, cared for, respected, and safe.

- Local Environment
- Access to supports and Services
- Indigenous Inclusion

## Governance

Processes that determine strategic direction, establish policy and manage fiscal resources.

- Parental involvement in decisions about their child's education
- Financial Accountability

## Local and Societal Context

Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.



## STUDENT GROWTH AND ACHIEVEMENT

AEAM's Component

Hillcrest Montessori Elementary School (HMES) is committed to ensuring that all students experience strong academic progress through high-quality Montessori instruction, Alberta curriculum alignment, and individualized learning pathways. As a young and growing school, HMES is in the early stages of developing its longitudinal achievement dataset. For the 2024–2025 school year, several Alberta Education Assurance Measures (AEAMs) that rely on Grade 6 and Grade 9 cohorts are not yet available.

In accordance with provincial reporting expectations, HMES provides clear notes where provincial results are not applicable and offers meaningful local measures — particularly in early literacy and numeracy — to demonstrate student learning growth.

### Unavailable AEAM Results

#### *Provincial Achievement Tests (PATs): Acceptable & Excellence*

Hillcrest Montessori Elementary did not have a Grade 6 cohort in 2024–2025. As such, no PAT results are available for reporting this year.

Although PAT data is unavailable, the school implemented Alberta Education's K–3 literacy and numeracy screeners and used additional Montessori-aligned assessments to ensure students remain on track for eventual PAT participation. Instructional planning emphasizes conceptual understanding, hands-on learning, and consistent skill development through individualized lessons.

Implications:

- PAT readiness remains a long-term focus as the school grows.
- Teachers are aligning Montessori materials to Alberta curriculum outcomes to ensure strong foundational skills.
- PAT-style question formats will gradually be introduced in Upper Elementary to prepare students for future cohorts.

#### *Diploma Examination Results*

As a K–6 program, Hillcrest Montessori Elementary does not participate in diploma examinations.

#### *High School Completion Rates*

As a K–6 program, high school completion data does not apply.

# STUDENT GROWTH AND ACHIEVEMENT

AEAM's Component



## CITIZENSHIP

Citizenship at HMES is deeply embedded in daily practice through Montessori grace and courtesy lessons, peace education, and multi-age community structures. Students are consistently encouraged to take responsibility for themselves, one another, and their environment.

HMES Local survey results			
2023–2024 Local Citizenship Survey Results	Teachers: 89.8% agreement that students model active citizenship	Parents: 78.7% agreement	Students (Grades 4–6): 69.6 agreement
2024–2025 Local Citizenship Survey Results	Teachers: 94% agreement that students model active citizenship	Parents: 91% agreement	Students (Grades 4–6): 89% agreement

### Analysis:

Survey results indicate that citizenship is a notable strength within Hillcrest Montessori Elementary School. Our students consistently demonstrate behaviors aligned with Montessori citizenship values, including helping peers, caring for the classroom environment, supporting younger students, and resolving conflicts respectfully. Teachers observe strong peer collaboration and leadership, noting steady growth in student independence and responsibility throughout the year. We are encouraged by the significant increase in student-reported active citizenship — from 69.6% to 89% — as it reflects growing confidence, maturity, and alignment with our grace and courtesy lessons. Parent agreement also increased to 91%, demonstrating that families see these positive citizenship behaviors expressed at home as well. Collectively, these results affirm that Hillcrest's culture and practices effectively cultivate respect, leadership, responsibility, and peaceful problem-solving among our students.

### Implications:

To build on these positive results, we will

- Establish a formal Peace Ambassador program to provide structured leadership roles in grace, courtesy, and conflict resolution.
- Increase opportunities for community service projects that promote responsibility and social contribution.
- Expand environmental stewardship initiatives, including school and community-based sustainability activities.
- Strengthen cross-age mentorship, allowing older students to model leadership and support younger peers.
- Document citizenship behaviors and leadership growth in student portfolios to enhance communication with families.
- Use portfolio evidence to support more robust reporting of citizenship outcomes across the school.

These initiatives will deepen students' understanding of responsibility, leadership, and community belonging.



# STUDENT GROWTH AND ACHIEVEMENT

AEAM's Component



## STUDENT LEARNING ENGAGEMENT

Montessori classrooms naturally support student engagement through individualized work cycles, choice, hands-on materials, and uninterrupted learning blocks. These structures empower learners and build intrinsic motivation

Local Student Engagement Survey Results			
HMES Local survey results 2023-2024	Teachers: 95.1% agreement that students are engaged in learning	Parents: 86.7% agreement that their child shows interest in school activities	Students: 69.3% agreement that they enjoy and feel engaged in their learning
HMES Local survey results 2024-2025	Teachers: 92% agreement that students are engaged in learning	Parents: 90% agreement that their child shows interest in school activities	Students: 87% agreement that they enjoy and feel engaged in their learning

### Analysis of Local Student Engagement Results

Across the 2023–2024 and 2024–2025 surveys, student engagement at Hillcrest Montessori Elementary School remained consistently strong, with high levels of agreement from teachers, parents, and students. Our teachers reported that over 90% of students are engaged in learning, supported by daily observations of deep focus during uninterrupted work cycles and strong enthusiasm for cultural studies, science experiments, math manipulatives, and practical life activities. Parent agreement increased from 86.7% to 90%, demonstrating growing confidence in the hands-on, meaningful learning experiences we offer. Student-reported engagement showed the most significant improvement, rising from 69.3% to 87%, with students expressing high enjoyment in activities that promote exploration, movement, and choice. Collectively, these results affirm that our Montessori environments continue to foster strong student motivation, independence, and a genuine enthusiasm for learning.

### Implications for 2025 - 2026

Based on the survey findings, we will:

- Expand project-based learning, especially in Upper Elementary, to build on students' strong interest in cultural studies, science investigations, and hands-on exploration.
- Protect uninterrupted work periods as they remain essential for deep concentration, independence, and authentic Montessori engagement.
- Increase student goal-setting conferences to further elevate student voice, ownership, and reflective learning.
- Provide additional extension and enrichment opportunities for highly motivated learners, including advanced practical life work, science extensions, cultural research projects, and leadership roles.
- Enhance outdoor and physical activity options, responding to student feedback requesting sports teams and improved outdoor spaces.
- Broaden community-connected learning, inviting guest speakers and strengthening partnerships to enrich real-world learning experiences.





# STUDENT GROWTH AND ACHIEVEMENT

Local Component

## LITERACY & NUMERACY

**Early Years & K-3 Literacy and Numeracy Assessment Summary**

HMES uses a combination of Alberta Education screening tools and Montessori assessments to monitor early literacy and numeracy development. Screening ensures early identification of learning needs and allows for targeted intervention.

<b>Assessment Tools Used (2024-2025)</b>				
<p><b>Kindergarten (Early Years) –</b> Administered September 2024</p> <ul style="list-style-type: none"> <li>• Letter Name-Sound (LeNS)</li> <li>• Rapid Automated Naming (RAN) – Kindergarten</li> <li>• Phonological Awareness Screening Test (PAST)</li> <li>• Provincial Numeracy Screening Assessment</li> </ul>	<p><b>Grade 1 –</b> September 2024 &amp; January 2025</p> <ul style="list-style-type: none"> <li>• Letter Name-Sound (LeNS)</li> <li>• Phonological Awareness Screening Test (PAST)</li> <li>• Castles and Coltheart 3 (CC3)</li> <li>• Rapid Automated Naming (RAN)</li> <li>• Provincial Numeracy Screening Assessment</li> </ul> <p>Used</p>	<p><b>Grade 2 –</b> September 2024</p> <ul style="list-style-type: none"> <li>• Letter Name-Sound (LeNS) – Grade 2</li> <li>• Castles and Coltheart 3 (CC3)</li> <li>• Provincial Numeracy Screening Assessment</li> </ul>	<p><b>Grade 3 –</b> September 2024</p> <p>Castles and Coltheart 3 (CC3)</p> <p>Provincial Numeracy Screening Assessment</p>	<p><b>Grade 4 –</b> September 2024</p> <ul style="list-style-type: none"> <li>• Rapid Automated Naming (RAN)</li> <li>• Provincial Numeracy Screening Assessment</li> </ul>



# STUDENT GROWTH AND ACHIEVEMENT

Local Component

## LITERACY & NUMERACY

### Students Assessed and Identified for Support

Screening data provides valuable insight into student readiness and areas requiring intervention.

Grade Level	Students Assessed	Requiring Support (Initial Screening)	End-of-Year Support (Gr 1-3)
Kindergarten	18	6	N/A
Grade 1	14	4	2
Grade 2	11	3	1
Grade 3	9	2	1

### Support Strategies Implemented

To address identified needs, HMES implemented a comprehensive set of supports:

#### Literacy Supports

- Targeted phonemic awareness instruction using PAST results
- Daily decoding and encoding lessons with Montessori movable alphabet and phonogram materials
- CC3-guided small-group support for students with orthographic or phonological processing needs
- Guided reading and vocabulary enrichment
- Language development activities integrated into practical life and cultural studies

#### Numeracy Supports

- Use of Montessori golden beads, stamp game, and bead chains to strengthen number sense
- Direct instruction on numeracy outcomes identified in provincial screening
- Small-group intervention focused on place value, operations, and problem-solving
- Daily number talks and concrete-to-abstract lesson sequences

#### Collaborative & Specialized Supports

- Ongoing consultation with Providence (SLP and OT)
- Support planning with Inclusion Alberta partners
- Classroom accommodations such as visual supports, timers, movement breaks, and work plans
- Regular communication with families to reinforce skill development at home



# STUDENT GROWTH AND ACHIEVEMENT

Local Component

## LITERACY & NUMERACY

### Analysis of Results

The majority of students demonstrated significant progress by the end of the school year. Early identification in Kindergarten allowed timely intervention for phonological awareness and early numeracy skills. Grades 1–3 showed reduced numbers requiring intensive support by June, indicating the effectiveness of targeted small-group instruction.

Students who continued to require support benefited from consistent intervention, specialized services, and individualized lesson planning. Montessori materials played a critical role in developing conceptual understanding, especially in numeracy where concrete materials promote deep learning.

### Implications for 2025–2026

We will:

- Continue administering all literacy and numeracy screeners each September to support early identification of learning needs.
- Continue using the formal Winter and Spring re-screening schedule for Grades 1–3 to strengthen progress monitoring.
- Continue to expand literacy intervention resources, including decodable readers and phonogram materials.
- Continue to strengthen numeracy intervention tracking to align with evolving Alberta Education expectations.
- Offer additional parent workshops to support home-based literacy and numeracy reinforcement.
- Will continue to enhance documentation of targeted supports within student learning plans to ensure clarity and alignment between home and school.



## TEACHING AND LEADING



Hillcrest Montessori Elementary School is committed to high-quality teaching that blends Alberta's Program of Studies with authentic Montessori pedagogy. Continuous professional learning, strong supervision structures, and reflective teaching practices ensure instructional quality remains a central priority.



# TEACHING AND LEADING

AEAM’s Component

## EDUCATION QUALITY

The quality of education at HMES is supported by individualized instruction, Montessori materials that deepen conceptual understanding, and a collaborative learning environment. The school collected local survey data aligned with the provincial Education Quality measure.

### Analysis

Teachers report strong confidence in the school’s instructional program, noting that Montessori materials and multi-age groupings support differentiated learning. Parents consistently highlight the individualized attention, small class sizes, and strong communication with teachers.

Students reported high satisfaction with hands-on learning, opportunities for independence, and the ability to work at their own pace with guidance from educators. The stability of teaching staff and ongoing professional development contributed to consistent instructional quality.

### Implications for 2025–2026

- Continue embedding Alberta’s new curriculum outcomes into Montessori lesson progressions.
- Increase collaborative planning between Lower and Upper Elementary to ensure continuity of skill development.
- Expand teacher training in literacy intervention, numeracy screening interpretation, and inclusive instructional practices.
- Strengthen documentation of student growth through Montessori records and Alberta-aligned assessment tools.

<b>HMES Local survey results</b>				
The percentage of teachers and parents satisfied with the overall quality of basic education.				
	2023-2024		2024 - 2025	
	N	%	N	%
Overall	-	95	-	-
Parent	-	-	-	93
Student	-	-	-	90
Teacher	-	-	-	96

<b>Provincial results</b>				
The percentage of teachers and parents satisfied with the overall quality of basic education.				
	2024		2025	
	N	%	N	%
Overall	265,643	87.6	269,550	87.7
Parent	33,250	83.8	34,466	84.3
Student	200,322	84.9	201,514	84.8
Teacher	32,071	93.9	33,570	93.9

# TEACHING AND LEADING

Local Component



## *PROFESSIONAL LEARNING, SUPERVISION & EVALUATION*

HMES follows Alberta Education's Teacher Growth, Supervision and Evaluation Policy, ensuring all teachers engage in continuous professional learning and receive structured supervision throughout the year. The school maintains a formalized framework aligned with Montessori pedagogy, Alberta Teaching Quality Standards (TQS), and school-based priorities.

### Results From Related Local Measures

#### *Professional Learning (2024–2025)*

Teachers participated in a variety of ongoing learning opportunities, including:

- Montessori pedagogy refreshers (Great Lessons, math and language extensions)
- Training on LeNS, CC3, PAST, RAN, and provincial numeracy screening administration
- Inclusive education strategies (IPPs, accommodations, differentiation)
- Collaborative planning cycles aligned with Alberta curriculum outcomes
- Child development, social-emotional learning, and trauma-informed practice
- Workshops led by Providence (SLP, OT) and Inclusion Alberta partners

Professional learning directly supported improvements in early literacy instruction, numeracy conceptual teaching, and classroom management.

#### *Supervision*

The Principal engaged in ongoing supervision through:

- Regular classroom walk-throughs
- Observation cycles during uninterrupted work periods
- Review of Montessori lesson records and student work
- Teacher reflections and instructional coaching conversations
- Monitoring of student learning data from screeners and local assessments

Supervision emphasized:

- effective implementation of Montessori materials
- clarity of learning outcomes
- classroom environment preparation
- student engagement and independence
- alignment between assessment data and instructional decisions

#### *Teacher Evaluation*

Formal teacher evaluations were conducted where required, following the TQS and school policy. Evaluations included:

- Classroom observations
- Professional growth plan review
- Evidence of student learning
- Contribution to school community and professional responsibilities

Teachers demonstrating exemplary practice were encouraged to share strategies across classrooms. Where needed, targeted coaching and professional learning plans were implemented.

# TEACHING AND LEADING

## Local Component



### Analysis

Professional learning during the 2024–2025 school year had a significant and measurable impact on teaching quality and instructional alignment at HMES. Teacher participation in Montessori refreshers, literacy and numeracy screening training, inclusive education strategies, and trauma-informed practice contributed to stronger instructional decision-making across classrooms. Staff demonstrated noticeable improvement in early literacy delivery, particularly the use of structured phonics, sound-symbol relationships, and diagnostic data from LeNS, CC3, PAST, and RAN assessments. Numeracy instruction showed similar gains, with teachers deepening their understanding of conceptual mathematics and using Montessori materials with greater intentionality to support Alberta outcomes.

Supervision practices — including classroom walk-throughs, observation cycles, and coaching conversations — strengthened instructional consistency and improved teachers' ability to articulate learning outcomes and connect Montessori lessons to provincial curriculum expectations. The ongoing review of student learning data fostered more responsive instruction, clearer intervention pathways, and improved documentation of student progress. Teachers reported greater confidence in understanding how Montessori materials support Alberta's learning progressions, leading to improved independence, engagement, and work cycle flow for students.

Teacher evaluations and professional conversations contributed to a culture of reflective practice. Many teachers demonstrated enhanced assessment literacy and stronger alignment between lesson planning, student needs, and school priorities. Cross-classroom collaboration also increased, with teachers more frequently sharing strategies related to literacy, numeracy, inclusion, and classroom management. As a result, HMES entered the 2025–2026 planning cycle with improved instructional clarity, more consistent learning environments, and a stronger foundation for ongoing professional growth.

### Implications for 2025–2026

Building on the progress achieved in 2024–2025, several targeted actions will further strengthen teaching, supervision, and alignment with TQS competencies:

- Expand structured peer observations so teachers can learn from one another, enhance consistency, and build shared understanding of high-quality Montessori and Alberta-aligned instruction.
- Increase documentation of learning pathways, intervention strategies, and student progress, ensuring clearer communication, improved IPP alignment, and a stronger response-to-intervention model.
- Provide advanced Montessori math and language training, particularly for new and emerging teachers, to deepen content knowledge and improve the precision of lesson delivery.
- Strengthen professional learning in inclusive education, focusing on executive functioning, regulation strategies, and behaviour supports to meet diverse student needs.
- Introduce a mid-year teacher self-reflection tool aligned to the Teaching Quality Standard to promote reflective practice, support professional dialogue, and inform supervision and coaching.
- Continue integrating assessment literacy training so teachers can confidently interpret screening data and tailor instruction based on student needs.

These next steps will support a more cohesive professional culture, enhance instructional excellence, and ensure that HMES continues to provide high-quality Montessori and Alberta curriculum learning experiences for all students.



## LEARNING SUPPORTS

Hillcrest Montessori Elementary School provides a welcoming, caring, respectful, and safe learning environment where all students are supported to grow academically, socially, and emotionally. Through Montessori pedagogy, strong inclusive practices, and partnerships with community agencies, HMES ensures students receive the supports they need to thrive.



# LEARNING SUPPORTS

AEAM’s Component



## *WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENT*

HMES embeds a culture of respect and peace into every aspect of daily life. Montessori classrooms prioritize emotional safety, independence, dignity, and positive interpersonal relationships.

### Analysis

Our results show that students at Hillcrest thrive in a warm and supportive environment. Peace education, grace and courtesy lessons, and restorative approaches continue to play a key role in helping students develop strong social–emotional skills and positive relationships. The Montessori prepared environment further supports this growth by offering calm, predictable routines and opportunities for independence, which help students feel secure and confident in their daily experiences. Parents expressed appreciation for the proactive communication from staff and for the visible, consistent presence of adults throughout the school day. Students shared that they feel known, respected, and supported by their teachers and educational assistants – affirming that strong relationships remain at the heart of our school community.

### Implications for 2025–2026

We will continue to:

- Introduce and support a student-led Peace Committee that promotes conflict resolution, leadership, and community-building activities.
- Expand social-emotional learning (SEL) lessons across all grades to reinforce emotional literacy and self-regulation skills.
- Enhance outdoor play supervision training to ensure safe, inclusive, and positive recess environments for all students.

<b>HMES Local survey results</b>				
The percentage of teachers and parents who agree that their learning environments are welcoming, caring, respectful and safe.				
	2023-2024		2024 - 2025	
	N	%	N	%
Overall	-	100	-	-
Parent	-	-	-	94
Student	-	-	-	90
Teacher	-	-	-	95

<b>Provincial results</b>				
The percentage of teachers and parents who agree that their learning environments are welcoming, caring, respectful and safe.				
	2024		2025	
	N	%	N	%
Overall	266,321	84	269,282	84.4
Parent	332,232	85.3	34,452	85.2
Student	200,020	75.2	201,268	75.7
Teacher	32,069	91.6	33,562	92.3

# LEARNING SUPPORTS

AEAM's Component



## ACCESS TO SUPPORTS AND SERVICES

HMES collaborates with external agencies to support diverse learning needs, including

### Analysis

- Early identification through K–3 screening tools allowed HMES to initiate targeted interventions in literacy, numeracy, and language development.
- Teachers effectively used Montessori materials to differentiate instruction and reinforce concepts.
- Collaboration with Providence and Inclusion Alberta improved service access for children requiring ongoing developmental support.
- Students reported that they feel comfortable seeking help from teachers and assistants.

### Implications for 2025–2026

- Increase internal capacity for literacy and numeracy intervention by training additional staff.
- Strengthen communication loops between families and specialists to ensure consistency of strategies.
- Develop a formal tracking system to document interventions and monitor progress more systematically.

<b>HMES Local survey results</b>				
The percentage of teachers, parents, and students who agree that students have access to the appropriate supports and services at school				
	2023-2024		2024 - 2025	
	N	%	N	%
Overall	-	-	-	-
Parent	-	-	-	89
Student	-	-	-	85
Teacher	-	-	-	92

<b>Provincial results</b>				
The percentage of teachers, parents, and students who agree that students have access to the appropriate supports and services at school.				
	2024		2025	
	N	%	N	%
Overall	264,733	79.9	268,786	80.1
Parent	33,177	75.4	34,400	75.5
Student	199,516	78.7	200,841	78.7
Teacher	32,040	85.6	33,545	86

# LEARNING SUPPORTS

Local Component



## *CONTINUUM OF SUPPORTS AND SERVICES*

### Results From Related Local Measures

HMES ensures students receive appropriate supports across academic, behavioural, emotional, and developmental domains. The school uses a tiered approach aligned with Alberta's inclusive education framework

#### Tier 1: Universal Supports

- Well-prepared Montessori environments
- Predictable routines and work cycles
- Peace education and grace & courtesy
- SEL-infused instruction
- Visual schedules and classroom accommodations
- Universal literacy and numeracy instruction

#### Tier 2: Targeted Small-Group Supports

- Guided reading, phonemic awareness groups
- Numeracy intervention (golden beads, stamp game, small-group lessons)
- Occupational therapy and speech-language strategies embedded into daily routines
- Behavioural supports such as structured work plans and self-regulation tools
- Early literacy boosters informed by CC3, LeNS, PAST, and RAN results

#### Tier 3: Individualized Supports

- Individual Program Plans (IPPs) developed with family and agency collaboration
- Frequent specialist involvement (OT, SLP, psychology, behaviour consultant)
- One-on-one instruction for key skills
- Heightened communication with families
- Adaptations or accommodations based on student profiles

#### Analysis

- Students demonstrated measurable gains as documented in the Early Years literacy and numeracy results.
- The coordinated effort between school staff and community partners strengthened access to specialized support.
- Inclusive classroom practices reduced the need for removal from the learning environment.

#### Implications for 2025–2026

We will continue to work on:

- Increasing professional learning around executive functioning and behaviour support.
- Implementing a formal referral and case management process to streamline communication.
- Building partnerships with external agencies to expand available services.



## LEARNING SUPPORTS

Local Component

### *FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS*

HMES is committed to supporting reconciliation and deepening students' understanding of Indigenous histories, cultures, and perspectives. The school integrates foundational knowledge into cultural studies and daily practice.

#### Supports and Activities (2024–2025)

- Land acknowledgement included in school gatherings
- Lessons on the Seven Sacred Teachings embedded into Peace Education
- Classroom materials representing Indigenous cultures are incorporated into cultural and geography areas
- Participation in community events recognizing the National Day for Truth and Reconciliation
- Age-appropriate discussions about treaties, Indigenous contributions, and local histories

#### Funding Not Applicable

HMES did not receive targeted FNMI funding during the 2024–2025 school year.

#### Impact

Students are beginning to develop respect, awareness, and historical understanding of Indigenous communities. Teachers reported increased confidence in incorporating Indigenous perspectives, supported by professional learning and Montessori cultural materials.

#### Next Steps for 2025–2026

We will continue to:

- Expand Indigenous literature and artifacts in classrooms
- Strengthen staff training in Indigenous ways of knowing
- Increase opportunities for authentic community partnerships with local Indigenous groups
- Develop a school-wide project integrating Indigenous perspectives into cultural studies



## GOVERNANCE



Hillcrest Montessori Elementary School, under the governance of the Fort McMurray Montessori Foundation (FMMF), maintains high standards of transparency, accountability, and responsible financial management. This section fulfills all governance-related AERR requirements.



# GOVERNANCE

AEAM's Component

## *PARENTAL, STAFF, & STUDENT INVOLVEMENT*



### Local Survey Results (2024–2025)

#### Parent Feedback Related to Governance

- Parents expressed high confidence in school climate and teacher communication, indicating trust in the school's leadership and operations.
- Families requested earlier newsletters, clearer communication systems, and more predictable event scheduling, suggesting a need for strengthened organizational communication processes.
- Many parents were unaware of inclusion practices, SEL efforts, or specialist partnerships, indicating that governance-related communication could be made more visible and accessible.

#### Student Feedback Related to Governance Outcomes

- 100% of students reported feeling safe, reflecting effective leadership of school culture and safety governance.
- Students felt listened to and supported by teachers, demonstrating positive relational governance and strong daily operational practices.
- Student suggestions for improved facilities and community life (sports teams, enhanced outdoor park, reorganized art/music spaces) provide important input for future planning and resource allocation.

#### Staff Feedback Related to Governance

- Staff reported a positive and responsive leadership environment, highlighting strong communication with administration and high levels of professional support.
- Teachers described the school culture as collaborative and family-like, expressing confidence in leadership direction and decision-making.
- Staff expressed the need for clearer, more consistent system-wide communication structures, particularly surrounding academic reporting processes and expectations.

### Analysis

Survey results show a strong level of confidence in HMES leadership. Staff, parents, and students consistently describe the school as safe, supportive, and grounded in positive relationships. Families and staff see the leadership team as approachable, communicative, and responsive to needs as they arise. These strengths reflect the effectiveness of the governance model established by the Fort McMurray Montessori Foundation and the trust that has been built across the school community.

At the same time, the feedback highlights areas where we can continue to grow. Stakeholders expressed a desire for clearer, more consistent school-wide communication; greater visibility of our inclusion and social-emotional learning practices; and improved awareness of the specialist services and community partnerships available to students. Enhancing clarity and predictability in these areas will strengthen stakeholder understanding, increase participation, and further reinforce how HMES supports students through thoughtful, well-governed systems and processes.

### Implications for 2025–2026

We will:

- Strengthen our communication systems by providing predictable, timely newsletters and academic updates so families remain well-informed.
- Increase the visibility of our inclusion and social-emotional learning practices to ensure all families understand the supports available to students.
- Enhance communication about our community partnerships so families recognize the full range of external supports connected through HMES and the FMMF.
- Continue to lead with transparency and responsiveness to maintain the strong relational environment valued by staff and families.
- Incorporate stakeholder feedback into future planning, including student suggestions about facilities, outdoor spaces, and engagement opportunities.

# GOVERNANCE

Local Component



## STAKEHOLDER ENGAGEMENT

### Related Local Measures

Hillcrest Montessori Elementary School recognizes that strong relationships with families, staff, students, and community partners are essential to student success. Ongoing stakeholder engagement ensures that diverse voices meaningfully inform school planning, promotes transparency, and strengthens trust across the school community

### Stakeholders Involved

Throughout the 2024–2025 school year, HMES engaged the following stakeholder groups:

- Parents and caregivers
- Students (Grades 1–6)
- HMES teachers, educational assistants, and support staff
- Fort McMurray Montessori Foundation (FMMF) Board of Directors
- Community partners (Providence, Inclusion Alberta, therapists, and local agencies)
- Volunteers and family community members

### How Stakeholders Were Engaged

#### School Governance & Decision-Making

Parents participated in School Council meetings, provided input into school priorities, and contributed feedback to support strategic planning with the FMMF.

#### Volunteering & Community Involvement

Families assisted with classroom activities, special events, cultural celebrations, field trips, and school-wide community-building initiatives.

#### Advocacy & Communication

The school engaged families in discussions about student needs, inclusion practices, community supports, and program enhancements. Parents shared insights through surveys, meetings, and individual conferences.

#### Fundraising & School Support

Families and community members collaborated on fundraising events that supported school improvements, literacy resources, outdoor enhancements, and enrichment opportunities.

#### Mentorship & Career Connections

Parents and community partners contributed expertise through presentations, guest visits, and career-related experiences that expanded students' real-world learning.

#### Curriculum & Program Input

Parent feedback informed programming decisions involving early literacy, numeracy pathways, enrichment programming, and inclusive education supports.

#### Community Partnerships

Collaborations with Providence, Inclusion Alberta, and local therapists strengthened student support services, wellness initiatives, and cultural programming.

### How Results and Information Were Shared

- Annual Education Results Report (AERR) shared with families, FMMF Board, and School Council
- Monthly newsletters updates outlining ongoing progress
- Parent–teacher conferences and individualized communication
- School Council meetings with regular updates on student learning, programming, and survey results
- Stakeholder surveys with transparent reporting of findings
- Community engagement events where school updates were shared informally and formally

# GOVERNANCE

Local Component

## SUMMARY OF FINANCIAL RESULTS - 2024-2025 BUDGET

2024-2025 - Budget		
Revenue Summary	Amount	Contextual Information
Alberta Education	\$292,443	
Tuition	\$126,000	
Non-Instructional Fees	\$21,900	9 Grade 1-6 25 ECS
Other	\$5,000	
<b>Total Revenue</b>	<b>\$445,343</b>	
Expenses Summary	Amount	Contextual Information
Salaries and Benefits	\$190,722	
Services, Contracts, and Supplies	\$114,002	
Amortization	\$0	
Other	\$10,869	
<b>Total Expenses</b>	<b>\$315,593</b>	
<b>Total Revenues Less Expenses</b>	<b>\$129,750</b>	



## SUMMARY OF FINANCIAL RESULTS - ACTUALS 2024 / 2025

2024-2025 -Actuals		
Revenue Summary	Amount	Contextual Information
Alberta Education	\$200,186	
Tuition	\$80,160	
Non-Instructional Fees	\$0	7 Grade 1 -6 14 ECS
Other	\$110	
<b>Total Revenue</b>	<b>\$300,456</b>	
Expenses Summary	Amount	Contextual Information
Salaries and Benefits	\$181,912	
Services, Contracts, and Supplies	\$164,057	
Amortization	\$0	
Other	\$0	
<b>Total Expenses</b>	<b>\$345,969</b>	
<b>Total Revenues Less Expenses</b>	<b>(\$45,513)</b>	

## VARIANCE ANALYSIS REPORT

Actual audited financial statements for the reporting year are pending. The variance analysis section will be completed upon receipt of the finalized actuals. Hillcrest Montessori Elementary School will update and repost this AERR to include the required financial comparison in accordance with Alberta Education guidelines.

## GOVERNANCE

Local Component



### *AUDITED FINANCIAL STATEMENTS*

Actual financial results for the 2024–2025 year are not yet available at the time of this report. Once audited actuals are finalized and released, Hillcrest Montessori Elementary School will complete and publish the full variance analysis comparing budgeted and actual expenditures. This section will be updated to reflect accurate year-end financial information in accordance with Alberta Education reporting requirements.

To be Available at: <https://hmaschools.com/about-us/accountability-reporting/>

### *FINANCIAL INFORMATION CONTACT*

If you require additional information regarding this report or any aspect of Hillcrest Montessori Elementary School's programming, please contact the school at

hillcrest@fmmacad.com or 1-587-258-1777