



Continuous Improvement Plan – 2026

Section 1: Introduction

About Our School Community

We recognize and respect that the land on which we prosper and learn is on the overlapping traditional territories of the lək'wəŋən speaking peoples (the Songhees and the Esquimalt) and the W̱SÁNEĆ peoples. Maria Montessori Academy (MMA) is an independent, nonprofit Montessori school in Victoria, BC, serving approximately 300 students from Preschool through Grade 12. Located on a single campus, MMA provides a nurturing, student-centred environment where curiosity, independence, and a love of learning are at the heart of everything we do.

Our fully integrated curriculum aligns with the B.C. Ministry of Education standards, while remaining deeply rooted in Montessori philosophy. MMA's highly trained educators hold both Montessori and provincial teaching credentials, ensuring personalized learning through low student-to-teacher ratios. Students thrive in enriched programs in Music, French, and the arts, and in bright, engaging classrooms that encourage exploration and creativity.

Through our scaffolded outdoor education and place-based learning programs, students connect deeply with their natural and local environments, developing stewardship and a sense of belonging. Student-led enrichment opportunities-including clubs, leadership initiatives, and community projects-further empower learners to take ownership of their education and contribute to our vibrant, collaborative school community.

At MMA, students learn through hands-on experience and guided discovery, developing independence, confidence, self-discipline, and an enduring love of learning. Graduates leave with a strong academic foundation and the skills and character needed for continued success and personal growth.

Stakeholders and Rights Holders

MMA's stakeholders and rights holders include students, parents/guardians, staff, and our Board of Directors.

This Continuous Improvement Plan (CIP) will be reviewed and updated annually in May and will be accessible via the MMA website. Equity considerations for all diverse subsets of learners are explicitly integrated across data analysis, goals, and strategic actions.

Equity Considerations

In alignment with provincial inspection guidelines, MMA utilizes quantitative and qualitative data to identify students requiring extra supports or services and ensure equitable access to resources and opportunities across our school community. We systematically analyze performance, well-being, and assessment data to address distinct outcomes for diverse subsets of learners:

- **Students with Disabilities and Diverse Abilities:** Through our Cohort Inclusive Education Model, dedicated specialists deliver Tier 1 Universal Design for Learning (UDL) and Tier 2 targeted accommodations within the classroom. Weekly School-Based Team (SBT) meetings monitor progress and adjust individualized support plans.
- **Indigenous Learners:** We incorporate First Peoples' Principles of Learning, place-based stewardship, and Indigenous storywork across the curriculum, ensuring culturally responsive learning environments and strong community connections.
- **Gifted and Advanced Learners:** Self-directed Montessori learning environments, student-led enrichment initiatives, Socratic seminars, and peer-coaching opportunities allow advanced learners to extend their thinking and engage in deeper academic inquiry.
- **Children and Youth in Care & Vulnerable Students:** Continuous tracking through MDI well-being screeners and SLS connection metrics ensures targeted wrap-around support and multiple dedicated adult connections for every vulnerable learner.

Section 2: Identification of School Data Sources

We gather and disaggregate data from multiple sources to guide decision-making, track student progress, and monitor equitable outcomes across diverse student populations (including students with disabilities, Indigenous learners, gifted students, and vulnerable youth):

We gather data from multiple sources to guide decision-making and track student progress:

Provincial and School-Based Assessments

FSA Results (2019–2024)

This table summarizes the five-year average results for the Foundation Skills Assessment (FSA), reflecting the percentage of students achieving proficiency in Numeracy and Literacy alongside Independent School sector and Provincial benchmarks.

Assessment	Grade	MMA Avg	Independent Avg	Provincial Avg
Numeracy (5-Year Avg)	Grade 4	84.2%	85.7%	66.8%
	Grade 7	75.9%	84.1%	65.2%
Literacy (5-Year Avg)	Grade 4	94.1%	91.8%	77.9%
	Grade 7	95.4%	91.5%	76.5%

Graduation Assessments (2024-2026)

This table summarizes the proficiency scores across the most recent Graduation Assessment sessions (LTE10/12 and NME10), highlighting the total percentage of students achieving at or above the proficiency level.

Assessment Code	Total Students	Proficient or Extending
LTE12	44	100.0%
LTE10	35	97.1%
NME10	50	80.0%

Graduation Rates and Post-Secondary Transitions

Data from the Ministry of Education Independent School Profile Report highlights Maria Montessori Academy's strong completion rates and student outcomes, outperforming sector and provincial averages across key graduation and post-secondary transition metrics.

Metric	MMA Result	Independent Sector	Provincial Avg
First-Time Grade 12 Graduation Rate (2022/23)	100.0%	89.1%	81.1%
Grade 12 Honours Graduation Rate (2022/23)	85.7%	81.0%	62.6%
Grade-to-Grade Transition Rate (2022/23)	97.6%	—	95.7%
Immediate BC Public Post-Secondary Transition (2021/22)	72.2%	44.3%	50.2%
Post-Secondary Transition within 2 Years (2020/21)	92.3%	51.5%	60.3%

Middle Years Development Instrument (MDI)

The Middle Years Development Instrument (MDI) provides a vital measure of social and emotional development, well-being, and connectedness for students in Grades 4 through 8. By capturing direct insights into our middle years learners' experiences, both within the classroom and in their broader community, the MDI offers a crucial baseline for tracking student growth and identifying the assets that support their thriving.

Summary of Results

Indicator	2024/2025	2025/2026
Well-Being	58% report medium or high well-being (29% thriving).	67% report medium or high well-being (50% thriving).
Optimism	69% report medium or high levels of optimism.	86% report medium or high levels of optimism.
Self-Esteem	57% report medium or high self-esteem.	85% report medium or high self-esteem.
Important Adults at School	57% report having one or more important adults at school (36% have 2+).	78% report having one or more important adults at school (64% have 2+).

Indicator	2024/2025	2025/2026
Socializing Outside School (In Person)	87% socialize at least 1-2 days per week.	86% socialize at least 1-2 days per week.
Bullying (Social)	40% reported no social bullying.	67% reported no social bullying.
Bullying (Verbal)	50% reported no verbal bullying.	67% reported no verbal bullying.

School Experiences

Students demonstrate confidence in their individual academic abilities and positive ratings across key metrics.

Metric	2024/2025	2025/2026
Academic Self-Concept	A strong 47% report high academic self-concept.	A strong 71% report high academic self-concept.
School Climate	43% rate the overall school climate as high.	57% rate the overall school climate as high.
School Belonging	20% report a high sense of belonging.	50% report a high sense of belonging.

Connectedness

Relationships with adults and peers serve as critical assets, showing strong foundations for community connection.

Connection Group	2024/2025	2025/2026
Adults at Home	75% report high-quality, supportive relationships.	80% report high-quality, supportive relationships.
Adults at School	47% report high-quality relationships; 57% report having at least one important adult.	73% report high-quality relationships; 78% report having at least one important adult.

Connection Group	2024/2025	2025/2026
Adults in Community	38% report high connectedness; 13% feel truly listened to.	62% report high connectedness; 31% feel truly listened to.
Peer Relationships	An overwhelming 81% report high intimacy; a majority (56%) report a high sense of belonging to their social group.	67% report high intimacy; a majority (69%) report a high sense of belonging to their social group.

Victimization and Bullying

The majority of students report little to no experience with physical or cyber-bullying this year.

Indicator	2024/2025	2025/2026
Social Bullying	40% reported no experience this year.	67% reported no experience this year.
Verbal Bullying	Half of the students (50%) reported no experience this year.	67% reported no experience this year.
Cyber-Bullying	A strong 75% reported no experience this year.	A strong 93% reported no experience this year.
Physical Bullying	A significant 94% reported no experience this year.	73% reported no experience this year.

Youth Development Instrument (YDI)

The YDI provides a vital snapshot of student resilience and community assets. Our 2026 results highlight strong foundations in social connectedness and self-concept, which serve as key protective factors for student well-being.

Indicator	2025/2026 Result	Positive Strength/Context
Social Belonging (Peer)	67% High	Indicates robust peer intimacy and social integration.

Indicator	2025/2026 Result	Positive Strength/Context
General Self-Concept	50% High	Represents a strong sense of self-worth and positive self-valuing.
Optimism	45% High	Demonstrates a resilient, forward-looking mindset among our youth.
Positive Coping Assets	70%	Strong reliance on family, friends, and pets for emotional support.
Physical Activity	40%	Consistent moderate to vigorous activity (4+ days/week) supporting holistic wellness.

Note: The YDI utilizes a comprehensive Thriving Index to measure assets; 20% of our students currently score in the "High Thriving" category, providing a strong baseline for ongoing well-being initiatives.

Children's Health and Education Questionnaire (CHEQ)

Although parent engagement was limited in 2025–2026, we remain committed to gathering this valuable feedback and will try again in 2026.

Data to be collected in 2026–2027.

Early Development Instrument (EDI)

The Early Development Instrument (EDI) data provides a crucial measure of early childhood development for kindergarten students in the 2025/2026 academic year. The data shows a high percentage of children whose scores are **Developmentally On Track**, demonstrating strong early childhood development across five key scales.

EDI Developmental Strengths (2025/2026)

EDI Scale	% On Track	Number of Children On Track (Total Students: 24)
Physical Health & Well-Being	96%	23
Social Competence	96%	23
Emotional Maturity	79%	19
Language & Cognitive Development	100%	24
Communication Skills & General Knowledge	100%	24
On Track on All Scales	79%	19

Comprehensive Development Breakdown (2025/2026)

Number of Scales On Track	% Students	Number of Students
All 5 Scales	79.2%	19
4 Scales	12.5%	3
3 Scales	8.3%	2
0, 1, or 2 Scales	0%	0

Student Learning Survey (SLS)

Core Success Metrics

The following table summarizes key positive indicators across the student body, emphasizing the high rate of connection to caring adults and overall improvement in learning outcomes.

Grade	Caring Adults (1+)	Improving in Reading (Agree)	Improving in Math (Agree)	Feeling Safe (Most/All of the Time)
12	89%	62%	62%	81%

11	91%	63%	45%	99%
9	81%	74%	74%	91%
8	85%	83%	69%	83%
7	66%	61%	68%	74%
6	64%	66%	73%	86%
5	70%	50%	85%	90%
4	71%	78%	84%	88%

Strategic Positive Insights

Area of Strength	Key Metric and 2025/2026 Result	Context/Growth
Student Well-being	50% of students are "thriving" (MDI).	Substantial improvement from 29% in 2024/2025.
	85% report medium or high Self-Esteem.	Up from 57% in 2024/2025.
School Connectedness	50% report a high sense of School Belonging (MDI).	Dramatic increase from 20% in 2024/2025.
	78% report having one or more important adults at school.	Up from 57% in 2024/2025.
Academic Confidence	71% report high Academic Self-Concept (MDI).	Significant jump from 47% in 2024/2025.
	84% of Grade 4 students agree they are improving in Math (SLS).	Strong growth mindset for core subjects.
Academic Proficiency	93% of students achieved Proficient or Extending scores in the most recent Grad Assessments (2026-01).	Proficiency levels consistently above 80% across all assessment sessions.

Area of Strength	Key Metric and 2025/2026 Result	Context/Growth
Wellness & Safety	93% of students reported no experience with cyber-bullying.	Improved digital safety from 75% in 2024/2025.
	100% of Grade 6 students exercise at least one hour daily (SLS).	Indicates robust physical health and discipline.

Section 3: Goals and Strategies

Goal 1: Expand and Deepen the Cohort Inclusive Education Model

Plan: Ensure that all students benefit from a collaborative, inclusive learning environment that meets diverse learning needs. The objective of creating a collaborative, inclusive environment is strongly supported by the initial success of the Cohort Inclusive Education Model. MDI data for 2025/2026 shows a dramatic increase in key indicators of inclusion: a 150% growth in students reporting a high sense of School Belonging (from 20% to 50%), and a rise in students reporting one or more important adults at school (from 57% to 78%). Furthermore, staff feedback from the model's implementation highlights Enhanced Student Engagement through push-in support and Strengthened Teacher Collaboration, ensuring that diverse learning needs are met in real-time within the classroom environment while honouring holistic well-being and First Peoples' Principles of Learning.

Implement:

- Organize classrooms into cohorts to provide differentiated support and targeted interventions
- Assign dedicated educators and specialists directly to each cohort to ensure students have multiple meaningful adult connections while delivering Tier 1 Universal Design for Learning (UDL) and Tier 2 targeted accommodations.
- Foster regular collaboration among teachers, specialists, and EAs through weekly school-based team meetings to review formative observations and coordinate inclusive instruction.
- Monitor student progress through formative assessments, social-emotional check-ins, and feedback from staff and families

Monitor: Review student support plans during weekly School-Based Team (SBT) meetings; track progress across diverse subsets of learners; collect mid-year feedback using the Inclusive Education Feedback Form in December 2026 and December 2027; and conduct follow-up student belonging check-ins in March 2027 and March 2028.

Evaluate: Evaluate overall model impact against the following measurable targets by June 2028:

- Increase MDI Grade 4–8 "High School Belonging" from 50% to $\geq 65\%$.
- Maintain student connectedness to 2 or more caring adults at school at $\geq 75\%$ on the MDI.

- Sustain positive educator ratings regarding cohort collaboration, real-time support, and EA integration at $\geq 85\%$ on annual internal review surveys.

Share: This plan is updated annually in May and is accessible via the MMA website. Progress is shared with staff during monthly meetings, with families via student-led conferences, and through annual summary reports to the Board of Directors.

Goal 2: Strengthen Literacy Support

Plan: Foster advanced literacy, critical reading, and analytical writing skills across the developmental continuum, prioritizing early foundational decoding in primary years and strong, independent student writing in senior years. The Student Learning Survey (SLS) indicates that student perception of 'improving in reading' is lowest in the senior grades (Grade 12 at 62% and Grade 11 at 63%). This goal is broadened to target advanced literacy skills, encompassing both critical reading and analytical writing, with a focus on mitigating student over-reliance on generative AI tools. As high school students increasingly encounter and use AI for content creation, the need to prioritize strong, independent student writing and critical evaluation is heightened to ensure AI is used as a tool to augment student thinking and complex writing rather than replacing independent effort.

Implement:

- Foundational Assessment & Early Intervention: Utilize DIBELS for efficient, universal benchmark screening across all early-years classrooms. For students flagged as at-risk, administer the KTEA-3 Brief Form alongside other Level B assessment tools to deliver precise, standardized diagnostic tracking and inform structured Tier 2 literacy interventions.
- Staff Professional Development: Continue allocating professional development funds to Level B assessment training and structured literacy methodologies for teaching staff.
- Ethical AI Framework: Enforce the school-wide AI policy implemented in January 2026 across all secondary curricula, teaching students how to critically evaluate, verify, and ethically utilize AI outputs without compromising original analysis.
- In-Class Authenticated Writing: Implement regular in-class authenticated writing checkpoints, Socratic seminars, research presentations, and oral defenses across Humanities and Sciences to foster independent voice and critical thinking stamina.
- Indigenous Storywork: Incorporate First Peoples' principles of oral storytelling, narrative inquiry, and local Indigenous texts to deepen critical reading comprehension and cultural perspective.

Monitor: Departmental writing moderation sessions conducted in November 2026 and March 2027, November 2027 and March 2028; DIBELS/KTEA progress audits reviewed in October 2026 and May 2027, October 2027 and May 2028; annual audit of AI policy compliance across Grade 9–12

- **Evaluate:** Evaluate literacy outcomes against the following measurable targets by June 2028:
 - Maintain $\geq 95\%$ proficiency rates on LTE10 and LTE12 provincial Graduation Assessments.
 - Increase Student Learning Survey student agreement of 'improving in reading' in Grades 11 and 12 from $\sim 62\%$ to $\geq 75\%$.
 - Achieve 100% student completion and mastery on annual Grade 9–10 academic integrity and ethical AI learning modules.

Share: This plan is updated annually in May and is accessible via the MMA website. Literacy assessment trends and student writing highlights, including disaggregated progress for diverse learners, are celebrated through student-led exhibitions and shared in regular school community updates.

Goal 3: Strengthen Math Support: Close the Middle and Senior School Numeracy Proficiency Gap

Plan: Foster deep conceptual understanding, computational fluency, and academic equity in mathematics from intermediate through secondary grades. While Grade 4 FSA numeracy is strong at 93.3%, Grade 7 FSA numeracy drops to 70.0%, and the NME10 Graduation Assessment is our lowest-performing academic graduation metric at 80.0% Proficient or Extending. Furthermore, Student Learning Survey data shows student perception of improving in Math is lowest in Grade 11 (45%) and low in Grade 8 (69%), identifying a targeted group of learners requiring specialized numeracy support and a transition bridge from concrete Montessori materials to abstract mathematical reasoning.

Implement:

- Montessori Concrete-to-Abstract Bridging: Explicitly scaffold transitions from upper elementary Montessori manipulatives (e.g., algebra tiles, pegboards, binomial/trinomial representations) into abstract Grade 7–10 algebraic problem-solving.
- Diagnostic Numeracy Screeners: Institute biannual diagnostic numeracy check-ins in Grades 7 and 9 (using the BC SNAP or Island Numeracy Network tasks) in October and February to identify foundational gaps and direct early push-in assistance.
- Peer Math Coaching & Flex Clinics: Establish scheduled weekly math clinics during flex blocks, utilizing a peer tutoring Board/Authority Authorized (BAA) course to offer academic credits for senior student math tutors, normalizing asking questions and reducing math anxiety.

Monitor: Review diagnostic screener outcomes in November 2026, February 2027, November 2027, and February 2028; mid-year review of student numeracy progress logs prior to NME10 administration.

Evaluate: Evaluate numeracy growth against the following measurable targets by June 2028:

- Increase Grade 7 FSA Numeracy proficiency from 70.0% to $\geq 82\%$.
- Increase NME10 Graduation Assessment proficiency from 80.0% to $\geq 88\%$.
- Improve Grade 11 SLS student agreement of "improving in math" from 45% to $\geq 60\%$.

Share: This plan is updated annually in May and is accessible via the MMA website. Numeracy progress and diagnostic trends are reported to the Board of Directors and communicated to parents through learning portfolios and parent conferences.

Goal 4: Strengthen Student Well-being

Plan: Cultivate an emotionally safe, inclusive, and empowering school climate where every student feels secure, valued, and heard. While the MDI data shows exceptional growth in most well-being metrics (e.g., 50% thriving, 85% high self-esteem, 86% optimism), areas still require targeted attention. The priority for this goal is driven by two critical data trends identified in the 2025/2026 MDI. First, the most urgent safety concern is the decline in students reporting no experience with physical bullying, dropping from 94% in 2024/2025 to 73% in 2025/2026. Second, while overall connectedness is high, only 31% of

students feel truly listened to by adults in the community, indicating a clear need to empower student voice, provide restorative conflict resolution, and deepen community engagement.

Implement:

- Active Supervision & Hotspot Zoning: Conduct an environmental safety audit of unstructured campus spaces; establish active adult supervision zones and provide organized outdoor cooperative activities during recess and lunch transitions.
- Place-Based Wellness & Indigenous Mentorship: Expand scaffolded outdoor learning and place-based stewardship initiatives, connecting physical health with emotional groundedness in alignment with the First Peoples Principles of Learning.
- Cross-Grade Peer Mentorship & Buddy Programs: Establish structured cross-grade buddy pairings between secondary/upper elementary students and primary learners during weekly activities and community projects to foster belonging, leadership, and multi-age connection.
- Digital Citizenship & Proactive Bullying Prevention: Deliver interactive digital wellness and media literacy workshops for middle and secondary cohorts, equipping students with self-regulation strategies, positive online communication skills, and proactive cyberbullying prevention techniques.

Monitor: Review safety audit findings and refine strategies in November 2026 and November 2027; conduct student well-being check-ins in March 2027 and March 2028.

- **Evaluate:** Evaluate well-being and safety against the following measurable targets by June 2028:
 - Restore the percentage of students reporting no experience with physical bullying on the MDI from 73% to $\geq 90\%$.
 - Increase the percentage of students who feel listened to by adults in the community on the MDI from 31% to $\geq 50\%$.
 - Increase secondary student representation in the YDI "High Thriving" category from 20% to $\geq 35\%$.

Share: This plan is updated annually in May and is accessible via the MMA website. Wellness indicators and school climate initiatives are available for review by both staff and families.