

2024-2025

School Learning Plan

SCHOOL STORY

Tyee is a dedicated Montessori school that fosters an engaging, supportive, and emotionally safe learning environment. As a District Choice Program, we proudly serve 190 students across eight divisions, using multi-aged classrooms for Primary 1/2/3 and Intermediate 4/5/6, while Kindergarten and Grade 7 have their own dedicated cohort.

Our students thrive by working independently, in small groups, and as active contributors to the broader school community. The devoted teaching staff at Tyee creates a vibrant learning atmosphere grounded in Montessori principles and aligned with the Ministry of Education curriculum. Collaboration among educators ensures students' continuous progress toward their personal and academic goals. Our learning philosophy emphasizes social and emotional learning, individual project-based learning, and the development of critical and creative thinking skills.

At the heart of Tyee's philosophy is a commitment to sustainability programs that promote environmentally sustainable living, understanding food cycles, and encouraging healthy lifestyles. We emphasize hands-on experiences, such as maintaining a school garden, engaging in outdoor learning opportunities, participating in community clean-ups, and exploring connections to Indigenous ways of learning. We integrate arts education and various outdoor experiential learning opportunities. Our philosophy also includes a commitment to Peace Education and addressing social justice issues. We guide students to acquire knowledge, values, and skills that empower them to live harmoniously with themselves, others, and the environment. This commitment reflects the core tenets of Montessori philosophy and methodology.

Active parental involvement is a cornerstone of Tyee, with parents contributing to the Montessori program through community-building events, parent education, fundraising initiatives, and volunteering.

Tyee Montessori embraces multicultural and diverse perspectives, recognizing the value of a rich and inclusive learning environment. We remain dedicated to providing a holistic and enriching educational experience for all students.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our students come from diverse backgrounds and abilities, united by a shared interest in our Montessori program. Our school community includes learners with diverse needs, including Indigenous and English Language learners. Typically, our students are known for their curiosity, creativity, enthusiasm, and independence. With the freedom inherent in the Montessori curriculum, they learn to plan their own work cycles and are empowered to be critical thinkers and problem solvers who take ownership of their learning journey.

Literacy

Our dedicated staff is committed to fostering literacy skills from kindergarten to Grade 7. By closely aligning our teaching with the developmental stages of reading and writing, we aim to establish a solid literacy foundation. We prioritize enhancing our staff's understanding of reading traits and creating instructional goals at each stage of a student's reading journey.

Tyee students have demonstrated strong proficiency in literacy, as evidenced in the following:

Foundation Skills Assessment Results 2023/2024

Grade 4: 100% of students who completed the assessment were on track or extending.

Grade 7: 80% of students were on track or extending.

Student Learning Survey Data 2023/2024: Grades 4 & 7

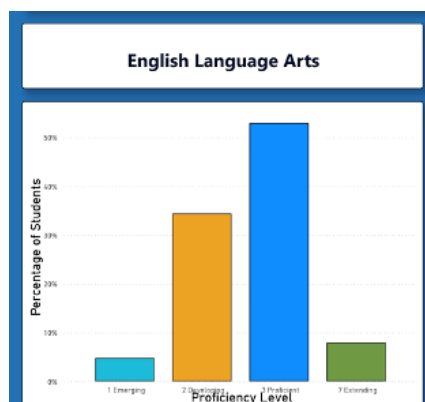
Grade 7: 75% agree they are getting better at reading

Grade 4: 82% agree they are getting better at reading

Grade 7: 71% agree they are getting better at writing

Grade 4: 78% agree they are getting better at writing

Schoolwide English Language Arts Results for June 2025 on our CSL Report summary show that the majority of Tyee students are demonstrating proficiency in this area of learning:



Numeracy

Within our community of learners, we’re fortunate to witness strengths that contribute to our numeracy goals. Through ongoing observations, discussions, and relationship-building, we have gained valuable insights into our students’ numeracy journeys. Students eagerly collaborate, exploring mathematical concepts with kindness and independence. Their openness to new numerical ideas fosters inclusivity and open-mindedness during numeracy experiences. We celebrate their curiosity and willingness to share numerical insights, recognizing these traits as essential to their growth in this area. We cherish our supportive school culture, enriched by parental involvement and students’ natural numerical curiosity. As we strive for improvements in numeracy, we remain mindful of areas for growth, such as cultivating critical thinking skills and fostering resilience in numeracy challenges.

Foundation Skills Assessment Results 2024/2025

- Grade 4: 88% of students who completed the assessment were on track or extending.
- Grade 7: 60% of students who completed the assessment were on track or extending.

Student Learning Survey 2024/2025

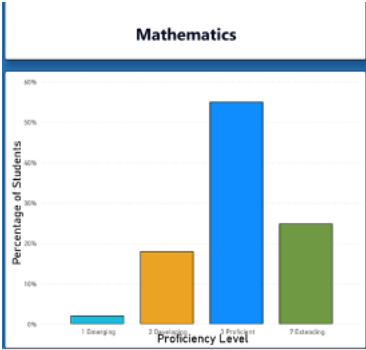
- 61% of Grade 4 students reported that they are getting better at math.
- 87% of Grade 7 students reported that they are getting better at math.

Mathematics FSA data from the past three years for Grade 4 students shows steady improvement in perseverance, problem-solving, and overall math skills. This target group has benefited from focused support and skill development in these areas.

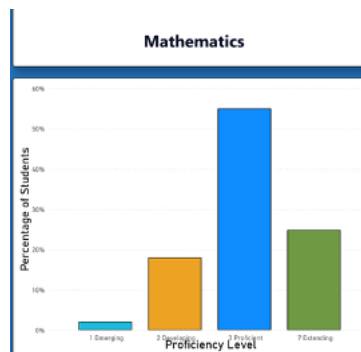
Math Results

Total	Pro_Ext		School % of Pro/Ext	District % of Pro/Ext	School Year
16	14		87.5	75.0	2024-2025
28	23		82.1	66.0	2023-2024
23	16		69.6	60.3	2022-2023

Schoolwide mathematics results from the December 2024 CSL Report (Term 1) indicate that 53% of students are performing at a proficient level in math.



Schoolwide mathematics results from the June 2025 CSL Report (Term 3) show that 55% of students are performing at a proficient level, reflecting growth and improvement over the school year.



AS A SCHOOL COMMUNITY, WE ARE WORKING ON THE FOLLOWING TO:

Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging

Our Goal:

We aim to cultivate resilience and confidence, inspiring students to embrace challenges. By integrating open-ended discussions and number talks, we aim to enhance critical thinking and numerical fluency. We want to work to expand learning opportunities beyond traditional textbooks, encouraging diverse responses. We are working to build our classrooms to be vibrant spaces where teamwork, exploration, and the celebration of student success thrive.

Our Actions:

- Providing opportunities for students to participate in open-ended problem solving.
- Stretching students' mathematical problem-solving skills through encouragement and giving them time to think.
- Holding Math Festivals so students and staff can practice a variety of open-ended tasks in a fun way. Build Math Game tubs to extend this learning throughout the year.
- Holding Family Math Night to show families what open-ended and engaging math activities look like.
- Working on our "Building Thinking Classrooms" inspired by Peter Liljedahl's book, with the goal of moving beyond rote memorization to engage students in deep mathematical thinking. We bring tasks that promote critical thinking and problem-solving in math into the classroom.

Improve equity

We are dedicated to creating an inclusive and supportive learning environment for all students. Through our focus on Universal Design for Learning (UDL), we embrace collaborative, inclusive approaches that recognize and celebrate students' unique strengths, abilities, and learning preferences. By utilizing a variety of educational materials, methods, and assessments, we strive to meet the diverse needs of all learners.

To address these needs, we begin each school year with class reviews to identify overall classroom requirements using the RTI (Response to Intervention) model. Regular meetings with parents foster collaboration in supporting students, while individualized and small-group assistance from support staff and resource teachers provides additional accommodations. Ongoing School-Based Team meetings allow us to strategize and allocate resource time to address classroom and individual needs effectively.

We have enhanced our classrooms with flexible seating options and created dedicated spaces equipped with specialized tools and sensory equipment to support our diverse learners. By sourcing specialized tools, equipment, and technology, we offer both universal and targeted support to aid student learning. Our partnerships with specialists—including SLPs, AAC SLPs, school psychologists, district resource teachers, and VCH staff—enable us to meet students' specific needs more effectively.

Collaboration with the Community Schools team further enriches our students' learning experiences. Programs like Rec N' Read address specific learning needs, and we actively share information about these programs to connect families with additional community resources. We have student affordability funds from the Ministry of Education to help offset costs for families, covering field trips, school supplies, nutrition, and clothing for students in need.

Continue our journey of reconciliation with First Nations, Metis, and Inuit

At our school, reconciliation means fostering understanding, respect, and empathy toward Indigenous peoples and their cultures. We work toward this by integrating Indigenous perspectives into learning through culturally responsive content and land-based activities. This helps students understand not only what they are learning, but why it matters—connecting each experience to our broader goals of reconciliation and inclusion.

One of our key initiatives is the Indigenous Garden, where students and staff learn about Indigenous plants and their cultural significance. Through planting, maintaining, and studying the garden, students connect Indigenous knowledge with ecological stewardship. We also explore our local community, identifying Indigenous plants and landmarks, and discussing farming, waterways, and land development in historical and cultural contexts.

We collaborate with Indigenous communities and cultural organizations to provide authentic learning experiences. Students engage in drumming ceremonies, language lessons, art workshops, and storytelling, gaining insight into Indigenous traditions and lived experiences. These opportunities help students reflect on values such as respect, inclusion, and reconciliation.

Reflection and dialogue are central to our approach. Students participate in reconciliation projects that encourage critical thinking about their roles in promoting understanding and respect. These

projects help them articulate how Indigenous culture and history influence their learning and community.

Our staff also model this commitment through ongoing professional development, including district Indigenous focus days. This ensures Indigenous content is integrated meaningfully and respectfully across the curriculum. By sharing our learning with students, we foster a transparent and collaborative environment.

Cultural traditions are woven throughout the year. We sing Indigenous songs, participate in schoolwide drum and rattle ceremonies, and read from a diverse selection of Indigenous literature providing students with tangible connections to reconciliation.

Grounded in reflection, dialogue, and culturally responsive practices, our efforts create an inclusive and vibrant learning environment. Students leave with a deeper understanding of reconciliation and are empowered to build respect, empathy, and cultural awareness.

A comparison of our Student Learning Survey results from 2023 to 2025 for Grade 4 and Grade 7 students demonstrates a meaningful increase in students reporting that they are learning about local First Nations and Indigenous Peoples. This upward trend reflects the growing impact of our intentional efforts to integrate Indigenous perspectives into the curriculum. At Tyee Elementary, Grade 4 students showed a significant rise in awareness, with positive responses increasing from 22% in 2022/2023 to 52% in 2024/2025. Grade 7 students also demonstrated steady growth, with 67% reporting learning about Indigenous Peoples and local First Nations by 2024/2025. These results affirm that our students are recognizing and valuing the learning opportunities provided, and they highlight the strength of our ongoing commitment to Indigenous education.

HOW WILL WE KNOW WE'RE ON TRACK?

With continued attention to individual student performance both in the classroom and through formal data collection at the Ministry, school-wide, and individual classroom levels, we can track progress and better understand learner engagement.

Established math routines have helped students develop consistent learning habits. We are seeing students independently choose math activities and show increased interest, confidence, and enjoyment in mathematics. Socially and emotionally, students are more willing to engage with math, reflecting a positive shift in their attitudes toward learning in this area.

We will carry these goals forward into the next school year, building on our current practices to further support student growth and success in their learning.