



2025-2026 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, Tyee Elementary School is honoured to be learning and unlearning on the ancestral and unceded lands of the xwməθkwəy̓əm (Musqueam), Skwxwú7meshÚxwumixw (Squamish Nation) & səlilwətaʔ (Tsleil-Waututh Nation).

Located at East 19th Avenue and Dumfries Street, Tyee Montessori is a District Choice Program serving approximately 190 students from across Vancouver. As a dedicated Montessori school, we foster an engaging, supportive, and emotionally safe learning environment where students are encouraged to develop independence, curiosity, and a lifelong love of learning. Our school community includes approximately 25 caring and committed staff members who work collaboratively to support student success.

Tyee offers eight divisions, with multi-aged Primary (Grades 1–3) and Intermediate (Grades 4–6) classrooms, while Kindergarten and Grade 7 students learn within their own dedicated cohorts. Students thrive through opportunities to work independently, collaborate in small groups, and contribute meaningfully to the broader school community. Our teaching staff creates a vibrant learning environment that reflects Montessori principles while meeting the expectations of the BC Curriculum, ensuring students make continuous progress toward both personal and academic goals.

Our educational approach places a strong emphasis on social-emotional learning, critical and creative thinking, and individualized, project-based learning. At the heart of Tyee's philosophy is a commitment to sustainability, environmental stewardship, and healthy living. Students engage in hands-on learning through activities such as gardening, outdoor education, community clean-ups, and exploring Indigenous perspectives and ways of knowing. We also value arts education, outdoor experiential learning, Peace Education, and social justice, helping students develop the knowledge, skills, and values needed to live harmoniously with themselves, others, and the natural world.

Active parent involvement is a cornerstone of the Tyee community. Families support the Montessori program through volunteering, parent education opportunities, fundraising initiatives, and community-

building events. Together, we create a welcoming and inclusive school culture that celebrates diversity, embraces multiple perspectives, and provides a rich, holistic educational experience for all learners.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

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

Literacy

Our 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 proficiency in literacy, as evidenced in the following:

Foundation Skills Assessment Results 2025/2026

Grade 4: 95% of students who completed the assessment were on track or extending.

Grade 7: 90% of students who completed the assessment were on track or extending.

Student Learning Survey Data 2025/2026: Grades 4 & 7

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

Grade 4: 77% agree they are getting better at reading

Grade 7: 61% agree they are getting better at writing

Grade 4: 81% agree they are getting better at writing

CSL Reports for Grade 4 in English Language Arts June 2026 show that 71.4% of students are demonstrating proficiency or above.

CSL Reports for Grade 7 in English Language Arts June 2026 show that 73% of students are demonstrating proficiency or above.

CSL Reports schoolwide in English Language Arts June 2026 show that 70.43% of Tyee students are demonstrating proficiency or above.

Overall, the data indicates that Tyee is successfully supporting student learning in English Language Arts and remains on track in achieving its teaching and learning goals. CSL results show that a majority of students are demonstrating proficiency or above, with 71.4% of Grade 4 students, 73% of Grade 7 students, and 70.43% of students schoolwide meeting or exceeding expectations in June 2026. In addition, kindergarten literacy screening data demonstrated significant growth throughout the year,

with more students achieving core literacy benchmarks and fewer requiring strategic or intensive support. These results suggest that classroom instruction, targeted interventions, and early literacy supports are having a positive impact on student achievement and helping learners make meaningful progress across the school.

Numeracy

Within our community of learners, we witness strengths that contribute to our numeracy goals. Through ongoing observations, discussions, and relationship-building, we have gained valuable insights into our students' numeracy journey. 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 2025/2026

- Grade 4: 86% of students who completed the assessment were on track or extending.
- Grade 7: 95% of students who completed the assessment were on track or extending.

Student Learning Survey 2025/2026

- 69% of Grade 4 students reported that they are getting better at math.
- 76% of Grade 7 students reported that they are getting better at math.

CSL Reports for Grade 4 in Math June 2026 shows that 78% of students are demonstrating proficiency or above.

CSL Reports for Grade 7 in Math June 2026 shows that 84.6% of students are demonstrating proficiency or above.

CSL Reports schoolwide in Math June 2026 show that 77.57% of Tyee students are demonstrating proficiency or above.

Overall, Tyee students are demonstrating positive achievement in mathematics, with CSL results showing that 78% of Grade 4 students, 84.6% of Grade 7 students, and 77.57% of students schoolwide are demonstrating proficiency or above in June 2026. These results indicate that students are developing solid mathematical understanding and skills across the grades.

While these outcomes reflect positive progress and success in mathematics, our data and observations also highlight an opportunity to further strengthen students' confidence, perseverance, and positive dispositions toward math. As a result, we have chosen building resiliency and joy in Mathematics as our schoolwide focus. Through this work, we aim to foster a growth mindset, increase student engagement, and support learners in taking risks, problem-solving, and viewing challenges as opportunities for growth. By building both competence and confidence in mathematics, we will continue to support high levels of achievement while helping students develop a lifelong positive relationship with

math.

Reconciliation

As part of our commitment to reconciliation, Tyee staff and students are dedicated to integrating the First Peoples Principles of Learning and Indigenous ways of knowing, being, and learning across all subject areas and throughout the school year. This commitment is reflected in the many rich learning experiences offered at the school, including drumming circles, music appreciation, storytelling, writing, drawing, gardening, and learning about Indigenous languages. Together, these activities help students and staff deepen their understanding of Indigenous cultures and perspectives while fostering a strong sense of connection, respect, and community.

Building on the success of this work, we will continue to carry forward our goal of enriching students with meaningful opportunities to engage in Indigenous learning and experiences. We remain committed to creating authentic connections to Indigenous knowledge, histories, cultures, and perspectives, ensuring that students continue to learn through and alongside Indigenous ways of learning. Through ongoing collaboration, reflection, and learning, we aim to strengthen our collective understanding of reconciliation and help students develop respect, empathy, and a deeper sense of belonging within our diverse community.

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

With a focus on Math, 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 celebration of student success thrive.

We will intentionally build thinking classrooms in mathematics to move beyond rote memorization and engage students in deep mathematical thinking. To support this work, we will:

- Provide regular opportunities for students to engage in open-ended problem solving that promotes critical thinking and multiple solution pathways.
- Stretch students' mathematical problem-solving skills through encouragement, purposeful questioning, and giving students time to think and make sense of mathematics.
- Implement rich mathematical tasks informed by number talks, number discussions, mental math, strategic reasoning, and collaborative group problem-solving structures.
- Foster flexibility in thinking, openness to alternative strategies, and meaningful mathematical discourse in all classrooms.
- Host Math Festivals where students and staff can explore a variety of open-ended mathematical tasks in a fun, low-risk environment. We will also continue developing math game tubs which will offer

ready-to-go learning activities for students to learn and to practice extending this learning throughout the year.

- Strengthen partnerships with families by sharing how mathematics is taught and learned at our school through school visits, family math nights, and other engagement opportunities.

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 student needs, we begin each year with class reviews to identify overall classroom requirements using the Response to Intervention (RTI) model. Regular meetings with parents foster collaboration in supporting students, while individualized and small group assistance from support staff and resource teachers provide 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, equipment, and technology. We offer universal and targeted support to aid student learning. We incorporate lots of opportunities for student choice and track student achievement to move learning from where a student is at to where we feel they need to be. 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.

We support families by offering and connecting them with specialized programs that address specific learning needs. We actively share information about available programs and resources to help families access additional support that promote their child's learning and well-being.

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

At our school, reconciliation means building understanding, respect, and empathy for Indigenous peoples, cultures, and ways of knowing. We support this by integrating Indigenous perspectives through culturally responsive teaching, land-based learning, and meaningful connections to place. These experiences help students understand not only what they are learning, but why it matters.

A key initiative is our Indigenous Garden, where students learn about Indigenous plants, their cultural significance, and ecological stewardship through hands-on learning. Students also explore local waterways and land development within historical and cultural contexts.

We collaborate with Indigenous communities and cultural organizations to provide authentic learning experiences, including drumming, language learning, art, and storytelling. These opportunities deepen students' understanding of Indigenous traditions and lived experiences while reinforcing values of respect and inclusion.

Reflection and dialogue are central to our work. Through reconciliation projects, students think critically about their role in fostering understanding and respect and make connections between Indigenous history, culture, and their own community.

Our staff model this commitment through ongoing professional learning, including participation in district Indigenous focus days, ensuring Indigenous content is embedded respectfully across the curriculum. Cultural traditions are woven throughout the year through music, ceremony, and Indigenous literature.

Grounded in reflection, dialogue, and culturally responsive practice, our efforts create an inclusive learning environment that empowers students and staff to build respect, empathy, and cultural awareness.

Results from our student learning survey indicated that 91% of our Grade 4 students and 88% of our Grade 7 students reported that they were learning about Indigenous Peoples and local First Nations. Overall, these results affirm that students are recognizing and valuing these learning opportunities and 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, observations, and interviews, and through formal data collection at the Ministry, school-wide, and individual classroom levels, we can track progress and better understand learner engagement.

We can see that our newly established math routines have helped students develop consistent learning habits. We already see students independently choosing math activities and demonstrating 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 are also committed to reconciliation and to continuing our work of embedding the First Peoples Principles of Learning and Indigenous ways of knowing, being, and learning throughout the school experience. We will continue to enrich students with meaningful opportunities to engage in Indigenous learning, perspectives, cultures, and histories, helping them develop a deeper understanding of and respect for the diverse communities around them.

We will know we are on track when we see students demonstrating increased confidence, perseverance, and engagement in mathematics, as evidenced through classroom observations, student voice, work samples, and achievement data. We will also look for continued growth in students' understanding and appreciation of Indigenous perspectives through authentic participation in Indigenous learning experiences and their ability to make connections to the First Peoples Principles of Learning. Ongoing assessment data, student reflections, and schoolwide evidence of learning will help us monitor our progress and guide our next steps.

We will carry these goals forward into the next school year, building on our current practices to further support student growth, success, and well-being. Through our continued focus on building resiliency and joy in mathematics, alongside our ongoing commitment to reconciliation and Indigenous learning, we will strive to create engaging, inclusive, and meaningful learning experiences for all students.