



This Framework for Education was developed in collaboration with our local Lheidli T'enneh and local Dakelh Elders, visually presented by Pam Spooner and created by Becky Dochstader.

We respectfully acknowledge School District 57, resides on the unceded ancestral lands of the Lheidli T'enneh First Nations, McLeod Lake Indian Band and the Simpcw First Nation. It is our honour to walk alongside our indigenous communities in educating our students.

Our Vision:

All students prepared for each step of their life's journey with the skills, knowledge, options, and choices to be successful.

Our Mission

Through innovation, high standards and culturally responsive care, we nurture and empower all students where they are; to be proud, confident, and engaged lifelong learners.

Our Values

Community

We engage all members of our learning community
Through open and respectful relationships.

Integrity

We are ethical, fair and follow through on our
Commitments.

Transparency

We are open, honest and accountable for the
Decisions we make.

Respect

We demonstrate kindness and care for
others, the environment and ourselves.

Inclusion

We ensure all students contribute and
participate in all aspects of school life.

Equity

We create systems where every student
has
Opportunities and Support to be
successful.

First Peoples Principles of Learning are integral in all we do.

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors. Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history and story.

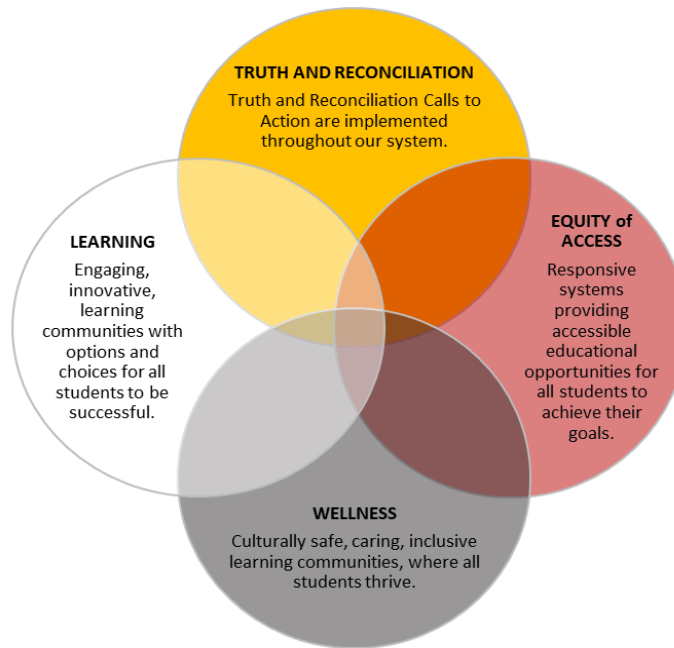
Learning involves patience and time.

Learning requires the exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Our District Directions

Our priorities will continue to be:



Polaris Montessori Elementary School Is a Choice School dedicated to the teaching methods of **Dr. Maria Montessori**. This Choice School is part of the public school system of School district 57.

Polaris Montessori resides on the **Unceded lands of the Lheidli T'enneh First Nations** where 195 students attend each year. On our site, we have the Preschool Montessori Learning Centre, which feeds into our Polaris Montessori Elementary School. Upon leaving Polaris Elementary School, students enter the PGSS Montessori High School Program.

Polaris Montessori is an inclusive and diverse school where we learn how to embed the Indigenous ways of learning and knowing successfully with our Montessori methods of teaching and learning.

What is Montessori Education?

Five basic principles drive Montessori educators when implementing the Montessori Method.

These principles include:

1. **Respect for the child:** Instruction based on the child's needs, not pre-supposed curriculum expectations.
2. **The absorbent mind:** Children want to learn if given a robust environment in which to do it. They must be an active agent of their learning. Children are encouraged to pursue and research topics of Personal interest.
3. **Sensitive periods:** All children go through predictable stages of development that underpin their needs as learners. Any effective educational program needs to respect these stages.
4. **The prepared environment:** The teacher prepares the classroom environment to support the independence of the child. The prepared environment makes learning materials and experiences available to children in an orderly, interesting format
5. **Auto education:** Children can educate themselves (also known as self-education). Children interact within a prepared environment and exercising freedom of choice educate themselves. Montessori teachers prepare classrooms so that this can happen. Freedom with responsibility is the cornerstone of the child's interaction with the classroom environment.

Indigenous Education is an integral part of Polaris Montessori School's educational program. Our Indigenous Educational Worker works with all children, emphasizing our 60 students who self-identify as Indigenous. Our staff seeks to embed Indigenous history, cultural awareness, and learning within all lessons with passion and commitment.



Art example

Strategic Planning Engagement Process: The School District #57 engagement process gathers feedback from our community on what is important for our students to learn, what is valued in education and what our priorities will be for the upcoming years.

Participants in the engagement process consistently expressed the importance of:

- ♦ *All students acquiring the skills necessary to be successful in life*
- ♦ *All students graduating with a Dogwood Graduation Certificate*
- ♦ *All students being provided with options and choice for courses and programs and their future*
- ♦ *All students learning the importance of local Indigenous history, culture and language*
- ♦ *All students having strong Literacy and Numeracy skills*
- ♦ *All students learning in safe, inclusive learning communities with a sense of belonging and purpose*

District Directions

School District No. 57 has identified Four District Directions that set our priorities. These Directions will guide our work here at **Polaris Montessori Elementary School**.

- ♦ **Truth and Reconciliation**
Truth and Reconciliation Calls to Action implemented throughout our system.
- ♦ **Equity of Access**
Responsive systems providing accessible educational opportunities for all students to achieve their goals with specific focus for our Indigenous learners, our children and youth in care and our students with diverse abilities/disabilities.
- ♦ **Wellness**
Culturally safe, caring, inclusive learning communities, where all students thrive with an emphasis on mental health, physical health and overall well-being for students, staff and families.
- ♦ **Learning**
Engaging, innovative, learning communities with options and choice for all students to be successful. The focus of increasing literacy, numeracy and graduation rate prioritized. Specific strategies implemented to support our Indigenous learners, our children and youth in care and our students with diverse abilities/disabilities

Truth and Reconciliation

School District #57, along with **Polaris Montessori Elementary School**, will work towards realizing the 94 Calls to Action outlined in the Truth and Reconciliation Commission of Canada (TRC) Report in our school district. We acknowledge the land we are on and respect the local language and culture of the area.

School District #57 and **Polaris Montessori Elementary School** will work with our Indigenous communities to help guide us in this work, prioritizing the Calls to Action for Education #6-12 and Education for Reconciliation #62 and #63. Implementation will include

consideration of the United Nations Declaration of Indigenous People (UNDRIP), which safeguards the individual rights of Indigenous People.

Goals for Polaris Montessori Elementary School

1. Create a system at Polaris Montessori School to ensure our staff and students know and understand the TRC Calls to Action Enhance trauma-informed and resilience approaches in our schools

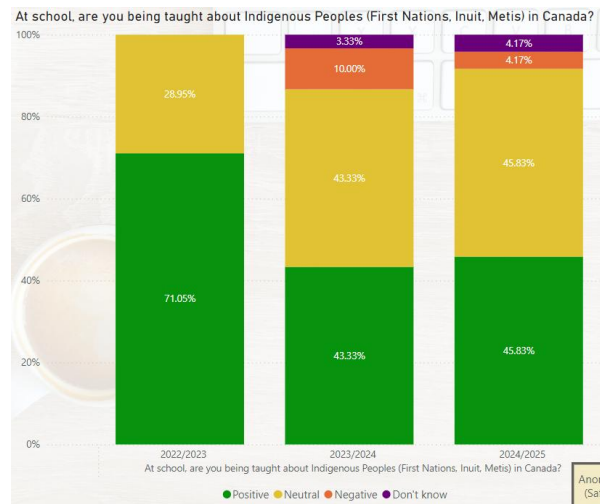
Strategies

- ♦ Frequently through the school year, students and staff will participate in Assemblies that increase the Understanding and Need for **Truth and Reconciliation**
- ♦ Review curriculum to **Indigenize** with local content to allow learning through a cultural and inclusive lens
- ♦ Provide professional learning for staff on Truth and Reconciliation Calls to Action and Trauma Informed approaches (Monthly book studies with whole school using the book Ensouling our Schools by Jennifer Katz and Kevin Lamoureux: participating in **Indigenous Days of Learning**)
- ♦ By maintaining the time of our Indigenous Education worker at 35 hours per week in our school, it will help support and mentor staff in the education of Residential Schools, Indigenous culture and Indigenous languages.

Success Measurements:

Polaris Montessori looks at the Student Learning Survey administered at grades 4 and 7 each year to measure the percentage of students who believe the Learning of Indigenous Ways of Knowing and Being is occurring at Polaris. After securing an Indigenous Education Worker for the 2023-24 and 2024/25 School Years, we have begun to notice an increase in this area. We will continue to strive for a 10% increase in the 2025-26 school year.

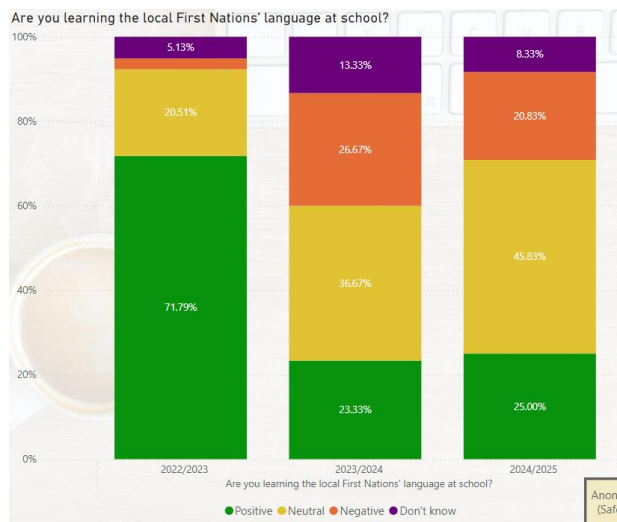
Using both Grade 4 and 7 Data



Using both Grade 4 and 7 Data

Polaris Montessori School Plan 2025-26

Goals, Strategies, and Evidence



Polaris Montessori School Plan 2025-26 Goals, Strategies, and Evidence

Equity of Access

School District No. 57, along with **Polaris Montessori Elementary School** will be responsive in providing accessible educational opportunities for all students to achieve their goals. Attention to the needs of our Indigenous learners, our Children and Youth in Care, our Students with diverse abilities/disabilities and our Students learning in rural and remote communities will continue to be a focus.

We acknowledge that not all children learn the same way, and require diverse supports. It falls upon us to ensure all students have access to quality educational opportunities needed to be successful on their learning path.

Goals:

- 1. Create a continuum of support at **Polaris Montessori Elementary School** to ensure all students have access to personalized learning.**
- 2. Enhance and strive for our school to be Inclusive, to have rich learning environments where students feel connected, engaged and safe to take learning risks.**

Strategies

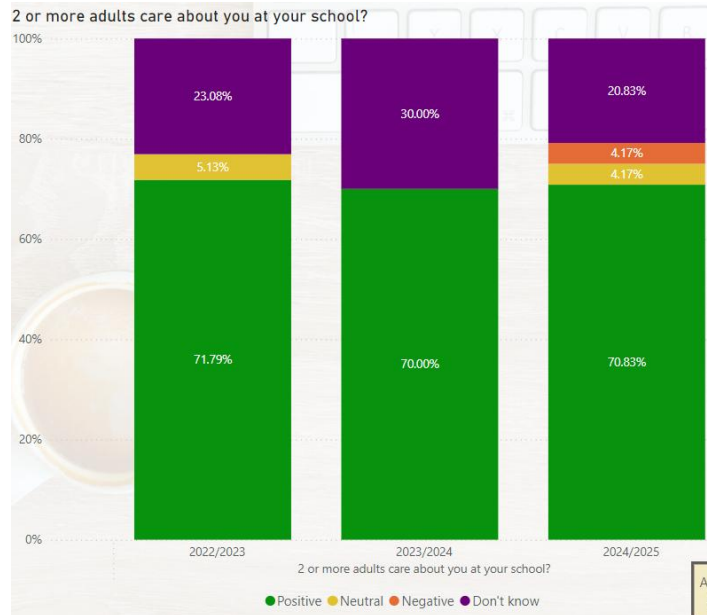
- ♦ Provide time with teachers and Support Teachers to discuss Supports needed for ALL students at Polaris Montessori School. Decisions are made on what supports are needed at the school and/ or at the district level.
- ♦ Ensure our communication with students and families is thorough while developing personalized learning supports to remove barriers for their success
- ♦ Review curriculum to Indigenize with local content and allow academics to be taught through a cultural and inclusive lens
- ♦ Continue to build our understanding of Indigenous Ways of learning and being, using our Indigenous Days of Learning, and book studies (Ensouling our School, WAYI WAH)
- ♦ Clarify and communicate our process for addressing racism and discrimination within our system (through the teaching of Values at Weekly Assemblies)
- ♦ Continue to identify systems and structures that are not equitable and adjust or create systems and structures of equity
- ♦ Use of New Research on the Science of Reading to improve our reading results

Success Measures

We will closely monitor the success of our grade transition goals. We will pay attention to the results of our students living in care, our students with diverse abilities/disabilities, and the Indigenous learners. We will monitor the results of student surveys so that we strive for 100% of our students, knowing that at least 'two' adults care about them and that they have support systems at Polaris Montessori School.

Polaris Montessori School Plan 2025-26 Goals, Strategies, and Evidence

Using both Grade 4 and 7 Data



Wellness

Polaris Montessori Elementary School believes that students need culturally safe, caring, inclusive learning communities in order to learn. We acknowledge that our students have lived through a traumatic world event, the pandemic; and we now know the effect of lack of attendance at school during this pandemic has had a great impact on students. It is also recognized the negative impact of social media on students. We will continue to emphasize the need for support with Mental Health, Physical Health, and overall wellbeing of students, their families and school staff.

1. Create a systems approach to support equity, diversity, inclusion and belonging
2. Enhance Mental Health Literacy understanding and its implementation:

Strategies

- ♦ Continue to work towards schools to provide a sense of belonging for all students through various strategies.
- Leadership activities, School-wide learning activities, Spirit days, Indigenous Learning, Days to support Diverse

Populations.

- ♦ Books Study with Teachers using The Anxious Generation by Jonathon Haidt. Addressing the increase of students with anxiety and mental health difficulties.

Polaris Montessori School Plan 2025-26 Goals, Strategies, and Evidence

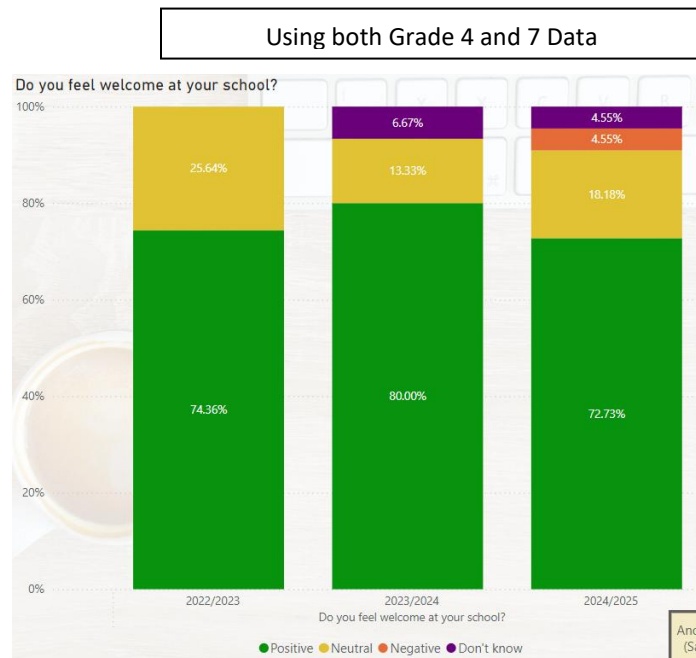
- ♦ Develop an EDIB (equity, diversity, inclusion and belonging) team to address racism and support anti-racism initiatives
- ♦ Provide instruction for Mental Health Literacies to staff and students: Using the **Supporting Student Health Guide Elementary 2022: BC Government**.
- ♦ Access our School Counsellor and if needed our District Mental Health Team

Success Measures

Our Student Learning Surveys for Grades 4 and 7 help us identify a sense of belonging for our students. When students feel connected and have a sense of belonging, they are successful. For this implementation cycle ending in 2026, we expect to see a 5% increase in students feeling like they belong each year.

The results of the 2024-25 Student Learning Surveys indicate that there was a slight decrease for feeling welcome at **Polaris Montessori School**. Using both Grade 4 and 7 data indicates that 80% of our students feel welcome at our school.

Is school a place where you feel welcome?



Learning

Polaris Montessori Elementary School will work to achieve engaging, innovative, learning communities with options and choice for all Students to be successful. Increasing literacy and numeracy success are a priority for Polaris Montessori school. Specific strategies implemented to support our Indigenous learners, our Children and Youth in Care and our Students with diverse Abilities.

Goals

1. **At Polaris Montessori Elementary School, we will increase literacy, numeracy results for all students and close the gap for Indigenous learners, Children and Youth in Care and Students with Diverse abilities.**

Polaris Montessori School Plan 2025-26 Goals, Strategies, and Evidence

2. At Polaris Montessori Elementary School, we will increase our academic learning opportunities connected to people, place and land (Land based, Experiential, Passion based, Connected to Identity Learning)

Strategies

- ♦ We have continued to increase the learning assistance by 9 hours per week again this year. Administrator is doing .5 of the prep coverage for the school, so there is 9 more hours for Learning Assistance.
- ♦ Reading instruction uses Phonemic awareness and Phonics strategies to help increase students' decoding skills with Montessori materials. Some teachers in Lower Elementary (K-3) are supplementing their instruction with the UFLY Program.
- ♦ BAS (Benchmark Assessment System for Reading) is administered 3 X per year to see the progress of students' literacy.
- ♦ SNAP (Student Numeracy Assessment and Practise for Numeracy) is administered to all at each grade level in elementary school 3 X per year to monitor students' progress
- ♦ Implementing strategies and resources to improve our FSA results (Control of the instructions and supports by using School Administrator)
- ♦ Continue to provide professional learning to staff for Numeracy and Literacy Instruction (Trillium Montessori Podcasts)
- ♦ Continue to implement resources for literacy and numeracy at Polaris for current and culturally responsive resources used with students.
- ♦ Continue to implement Indigenize local content to teach academics through a cultural and inclusive lens.

Success Measures

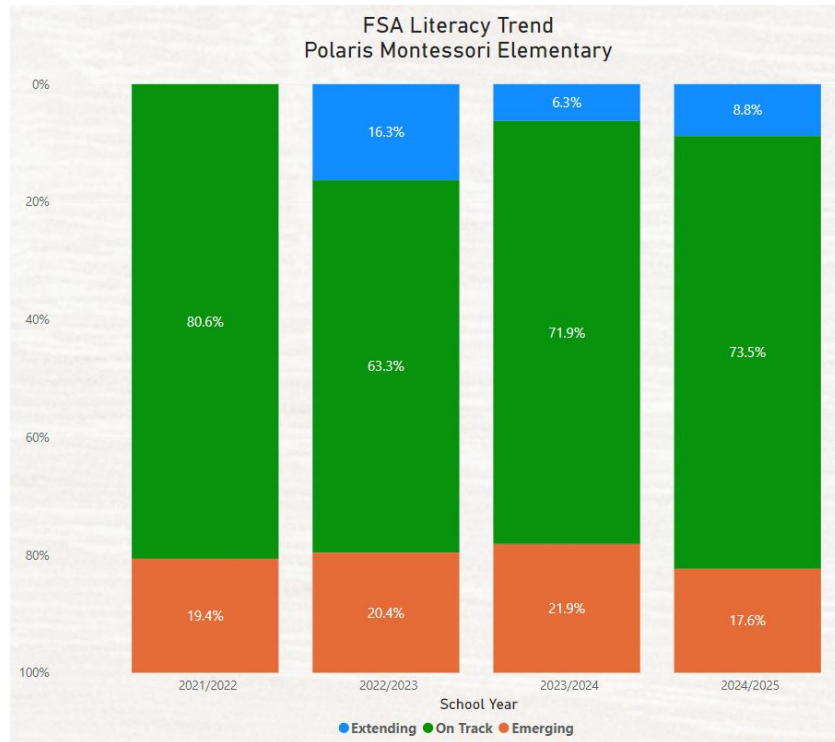
The yearly Foundation Skills Assessment monitors our progress towards our literacy goals. The data from the last three years indicate that our literacy results are improving. With an enhanced focus on instruction and ongoing assessment, we expect a 5% increase in our BAS assessments.

The BAS results show that 4% more students are at the Developing or Proficient and Extending levels than the previous year. We will continue to focus on literacy instruction at the K—7 levels and administer assessments three times per year in all grades to monitor our progress. With enhanced focus on instruction and ongoing assessment, we expect a 5% increase in our Grade 4 and 7 FSA Literacy Assessment of students in the On Track and Extending levels.

Polaris Montessori School FSA Literacy Trends

Using both Grade 4 and 7 Data

Polaris Montessori School Plan 2025-26 Goals, Strategies, and Evidence

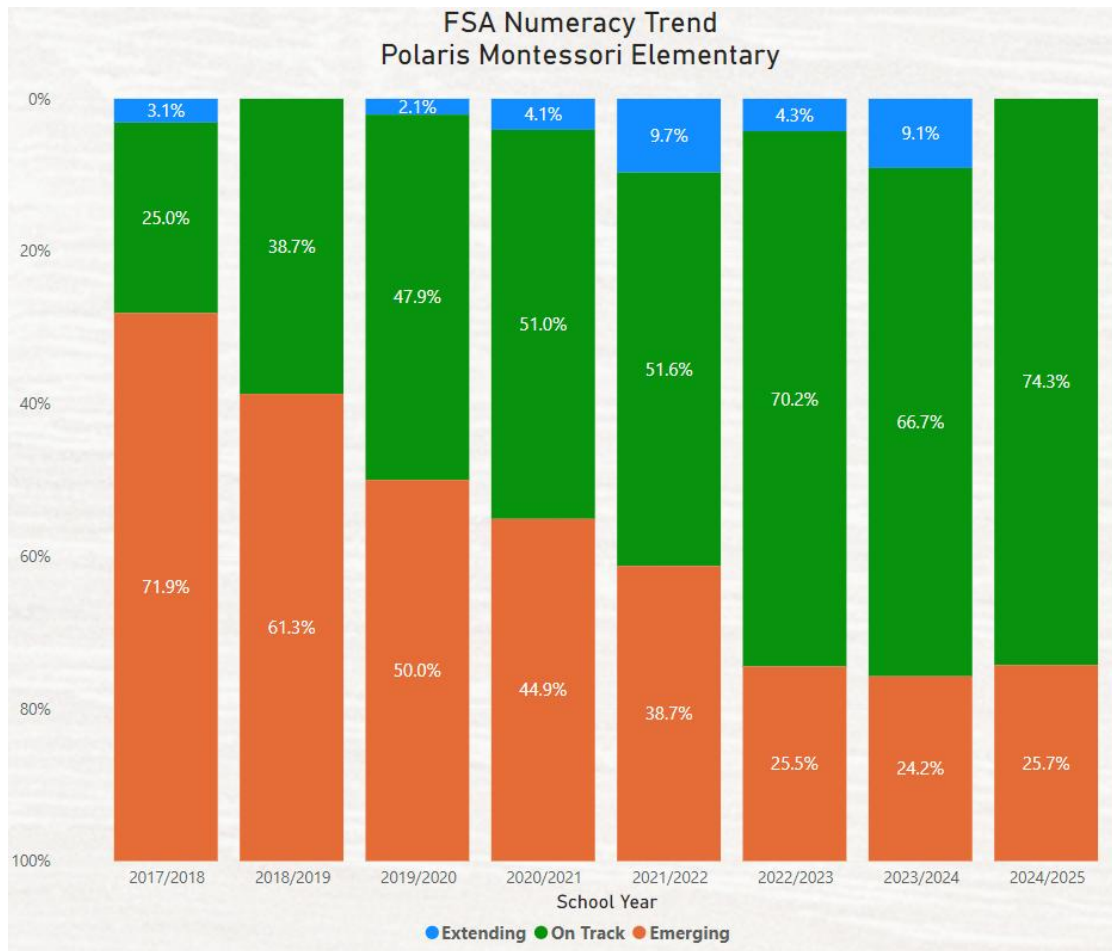


Our Numeracy results using the FSA data are dramatically improving, though Numeracy will continue to be an area of focus. We will provide more focus on numeracy instruction at the K- 7 levels, and assessments administered annually at all grades to monitor our progress. With enhanced focus on instruction, and ongoing assessment we expect to see a 5% increase on our Grade 4 and 7 FSA Numeracy Assessment of student meeting or exceeding expectations.

Using both Grade 4 and 7 Data

Polaris Montessori School FSA Numeracy Trends

Polaris Montessori School Plan 2025-26 Goals, Strategies, and Evidence



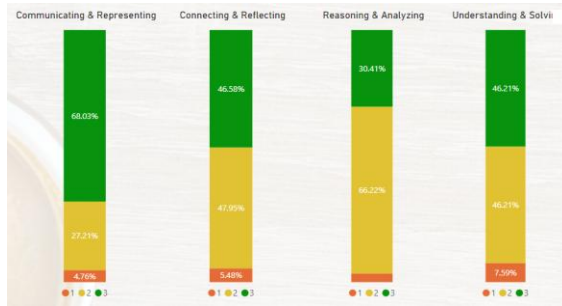
Summary

Overall, the levels of Proficiency for Developing, Proficient and Extending continue to increase.

Goal: is to continue to increase our students at these 3 levels of Proficiency by 5% in 2025-2026.

Polaris Montessori School Plan 2025-26 Goals, Strategies, and Evidence

Numeracy Trends with SNAP 2024-25



Numeracy Trends with SNAP 2023-24



Numeracy Trends with SNAP in 2022-2023



By comparing the data from the SNAP assessments over the last 3 years, we have increased in Proficiency scales of Developing and Proficient in most areas of assessment in numeracy.

Goal is to continue to increase our Proficient level with 5% more in all areas of numeracy for 2025-2026.

Summary

Polaris Montessori School staff will review our strategic plan and our implementation plan on an annual basis. This review will include a comprehensive engagement process with our staff. Upon completion of our review, we will make these adjustments to our strategies in order to support our goals toward the District Directions.