POLARIS
MONTESSORI ELEMENTARY SCHOOL

7005 Gladstone Drive, Prince George, BC V2N 3N7 Tel: (250) 964-7743 · Fax (250) 964-7748

PREAMBLE:

Polaris Montessori Elementary School is a choice school dedicated to the educational philosophy and teaching methods of Dr. Maria Montessori. As a public school, we are located on the unceded ancestral lands of the Lheidli T'enneh First Nation and within walking distance of several outdoor recreational areas.

Our community of learners is grateful for the opportunities these lands provide. Students and staff regularly engage in learning from and on the lands surrounding our beautiful community. As an inclusive and diverse school, we are committed to thoughtfully weaving Indigenous Ways of Knowing and Learning into our Montessori approach to teaching and learning.

Our learning community is made up of 176 Kindergarten to Grade 7 students and 27 staff members. Our school also houses before- and after-school care, as well as a Montessori Early Learning Centre for children ages 2–5, supported by six staff members. Students continuing in the Montessori program transition to the PGSS Montessori program in either Grade 7 or Grade 8.

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

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with responsibility is the cornerstone of the child's interaction with the classroom environment.

SCHOOL LEARNING GOAL:

By June 2027, students across all grade levels will demonstrate measurable growth in reading fluency, as assessed through DIBELS. By mid-year, students identified as **at risk (red)** will demonstrate progress toward moving out of this category. By year-end, our goal is for all students to achieve **on-track (green or blue)** results. Students who begin the year more than one grade level below expectations will demonstrate at least one grade level of growth in literacy by the end of the school year.

RATIONALE:

Our current data indicates that a significant number of Polaris students are identified as **"at risk" in literacy**. As students progress through the grades, the gap between those who are "on track" and those who are "at risk" continues to grow. This trend is particularly concerning for students who experience literacy challenges in the Early Elementary years, as they may fall further behind as they progress through Upper Elementary and into high school. Addressing this gap will require us to reflect on and strengthen our instructional practices, interventions, and school structures to ensure that students receive timely and responsive support based on their individual learning needs.

See DIBELS DATA on the next page.

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DIBELS DATA – Grade Benchmark Data

Grade 2

	Fall 2025	Winter 2026	Spring 2026
Well Below	37.5%	43.75%	31.25%
Below	18.75%	18.75%	6.25%
At	18.75%	25%	31.25%
Above	18.75%	6.25%	18.75%
No Data	6.25%	6.25%	12.5%

Grade 4

	Fall 2025	Winter 2026	Spring 2026
Well Below	46.43%	35.71%	39.29%
Below	21.43%	14.29%	21.43%
At	17.86%	28.57%	17.86%
Above	14.28%	17.86%	7.14%
No Data	0%	3.57%	10.71%

Grade 7

	Fall 2025	Winter 2026	Spring 2026
Well Below	20.83%	33.33%	33.33%
Below	25.00%	8.33%	25.00%
At	20.83%	37.50%	12.50%
Above	25.00%	16.67%	20.83%
No Data	8.33%	4.17%	8.33%

STRATEGIES To ACHIEVE the SCHOOL LEARNING GOAL:

Our overarching goal is to provide an authentic Montessori learning experience, utilizing a Montessori environment, Montessori methods, and Montessori materials.

Tier 1 strategies: Rainbow Drawers and UFLI at the Lower Elementary Level and Skyscrapers and 6-Minute Reads at the Upper Elementary Level.

Tier 2 strategies: Additional small group, targeted instruction within the classroom using the above resources.

Tier 3 strategies: Lower Elementary: Students requiring additional literacy support will receive targeted intervention 1-9 times per week, individually and/or in small groups. Instruction will be tailored to student needs and may include Talking Tables, UFLI, and Secret Stories.

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Upper Elementary: Students requiring additional literacy support will receive targeted intervention 1-9 times per week, individually and/or in small groups. Instruction will be tailored to student needs and may include UFLI, Secret Stories, Origins, and assistive technology.

MONITORING for IMPACT – Student Learning Change:

Assessment Tools

- DIBELS, 6-Minute Reads
- Writing Snapshot

Timeline/Checkpoints

- DIBELS – Fall, Winter, Spring (school wide)
- Progress monitoring – Classroom Ongoing
    - Intervention Groups monthly

Evidence of Student Learning

- DIBELS data
- Writing Snapshot
- Classroom based reading observations and progress on Rainbow Drawers and Skyscrapers

Adjustments to Strategies

- Response to Intervention – restructuring intervention groups based on those who remain Below or Well Below Grade Benchmarks on DIBELS

REFLECTIONS and OUTCOMES:

This is only the second year of data collection using the DIBELS screening and assessment tool. We believe that we will be better able to compare data sets and reflect progress as the year unfolds. Mid and End-of-year reflections will be added as we adjust our intervention groups based on individual student needs.