



1. GENERAL SCHOOL STORY:

Tyee is an active learning community of staff, students, and parents working in concert to ensure an engaging, supportive Montessori education in a respectful and emotionally safe learning environment. Tyee has around 200 students enrolled in a program dedicated to Montessori philosophy and education. Students are organized into multi-aged classes, with students in kindergarten and grade 7 in dedicated grades. Parents are highly involved in the school to support the success of the Montessori program through PAC or offering their expertise in the school and classrooms.

Tyee Montessori is a District school program. Students throughout Vancouver School District may enter the Tyee Montessori program beginning in kindergarten through an application to the Vancouver Board of Education choice schools lottery system. The computer application lottery determines those placed into the kindergarten program. Parents may also choose to place their children's names on the existing waitlist at any grade level by completing an application of intent at the school.

Teachers are committed to providing a rich learning environment for all students based on Montessori principles and on fulfilling the expectations of the Ministry of Education curriculum. Teachers collaborate to ensure that the Montessori philosophy underlies all educational decisions at Tyee. The Montessori approach supports continuous progress as children work on personal goals and academic challenges. Students learn to work independently, in small groups, and as a member of the class. Resource and SSA support is available to those who require extra academic and social emotional support.

Tyee staff enhances student learning through a variety of programs such as environmental sustainable living, creating food production, and supporting healthy lifestyles at a deeper level. Entrepreneurial skills are fostered as students either make or grow items to sell at the Tyee pocket markets. Active living and outdoor education introduces students to a variety of experiences and life skills such as snowshoeing and skating. Grade 3 & 4 students participate in swimming and water safety. Each Fall, Grade 7 students experience outdoor education through Sea to Sky Outdoor School on Gambier Island. Gymnastics, tennis or badminton, dance classes, Art residencies and other enrichment opportunities are provided throughout the year.

1. Literacy Goal: To increase reading comprehension with a focus on those students demonstrating below grade level reading comprehension.

2. WHAT DID WE SEE?

1) Literacy Goal

Outline indicators and targets:

Objectives:

- Increase the number of students meeting grade level reading comprehension
- Read fiction and non-fiction texts with grade level comprehension

Outline support and activities throughout the year:

- Resource teachers continued to focus on early literacy with the Kindergarten and at-risk grade 1 students, including letter and letter-sound identification, vowel sounds, simple word pronunciation, sight words, and phonemic awareness.
- Resource team members provided focused pull-out and in-class guided reading support for students who were identified as not reading at grade level. More targeted resource time was increased for non-readers and struggling readers in grades 1 & 2.
- In-class reading materials were updated in the primary classrooms by purchasing leveled reading resources. Guided reading leveled novel sets were purchased for the intermediate classrooms. The level 2 Fontas and Pinnell guided reading series was purchased in May, 2017.
- The school increased the number of One to One Volunteers who worked with students from grades 1 to 4. The volunteers used leveled reading books and documented student progress.
- Hands-on Montessori materials were used to build early literacy phonemic awareness and phonics skills in the primary grades.
- Intermediate teachers used a varied approach including guided reading novel groups, lit circles, individualized reading programs, Buddy Reading and Raz Kids online.
- Identified students were assessed in the Fall and Spring using Fontas and Pinnell diagnostic assessment.
- Several teachers, including resource teachers, started Home Reading programs.
- A full Professional Development Day was devoted to reading instruction by bringing in The Reading Foundation to present.
- Additional Professional Development Days included presentations on Early Literacy and the Speech Language Pathologist's Power Point for pre-reading support
- Author visits, reorganization of book room with culling of outdated materials, organization of Montessori materials, and purchase of new reading materials with a Van City grant.

3. WERE WE SUCCESSFUL?

- Outline results

- Continued identification of Kindergarten students to be targeted for extra support in grade 1.
- Report card marks showed most students meeting expectations in Reading.
- FSA results showed most students meeting expectations in Reading.
- Grade 1 students who are still at risk have been put forward for Rec 'n Read.
- There is a much greater awareness among staff about the need for consistent and early intervention around reading instruction and support; ongoing Pro-D and new resources to support.

4. HOW HAVE WE SHARED?

- How will we make parents, students and other members of the community aware and involved?

- Success is continually celebrated with all students in all grade levels, and especially with those who find reading a challenge.
- Both classroom and resource teachers share progress with parents on a regular basis
- Parents see accomplishment during student-led conferences in the spring and enjoy listening to their children read and share portfolio information.
- The monthly newsletter includes literacy tips for parents from principal and teacher librarian

5. WHAT DID WE SEE?

- Outline indicators and targets
 - Outline support and activities throughout the year
2. Social Responsibility Goal: To increase awareness of ourselves; awareness of others; awareness of our actions within the environment where we learn, socialize, and play.

TYEE staff continued to go deeper into the social responsibility goal this year to support all children in the school. The whole school has focused on the language of self-regulation, respecting others, respecting ourselves, and taking responsibility. Many teachers use language in the classrooms from the book, *Zones of Regulation*, by Michelle Garcia Winner, such as being in the Green, Yellow, or Red Zones. Some staff members are exploring the program *Strong Kids*, especially for the older intermediate students. Teachers are using words such as “expected” and “unexpected” to refer to student behavior.

Teachers continue to teach a variety self-regulation strategies such as providing body breaks; regular mindful breathing at strategic times of the day for calming; movement balls and hokey stools for seating choices in the classrooms; fidget tools; virtues program; class and primary yoga; etc. District staff such as the inclusion consultant, behavior consultant and STIBS worker, provided recommendations to the staff to support students. The RBLM program (Ready Bodies, Learning Minds) was used in some classrooms. Growth Mindset education led by the area counsellor was done in some classrooms. iGirl and iGuy presentations for students and parents provided in-depth learning for students on the topic of sexual development, which also included navigating social media, and recognizing positive, supportive friendships. The school counselor worked with students, staff, and parents. He also brought in an art therapist who worked with students.

Family Services of Greater Vancouver’s ‘Steppin’ Up’ program provided a series of sessions over six weeks with the grade 7 class that encompassed social dynamics among friendships, building positive friendships, navigating through difficult situations, and navigating transitions. They have also offered a two series session to parents on understanding and navigating the teen years. Cedar Cottage ran 6 lunch hour sessions to grade 7 students and again to grade 6 students on leadership and preparation for next year.

6. WERE WE SUCCESSFUL?

- Outline results
 - With the consistent interventions from the whole staff over three years there is a noted atmosphere of greater calm within the school. Students know and use the language of the *Zones of Regulation*. Students have learned to understand these terms and have incorporated them into daily use. The students are becoming familiar with the language of “expected” and “unexpected” referring to behaviours. The language helps them take notice and adjust what they are doing and recognize how they are feeling. Students are developing toolkits to self-regulate, and are recognizing when they need a body break. In general staff feel that school culture is greatly improved.
 - Thus, we will continue to emphasize SEL and self-regulation, but this will no longer be a goal.

7. HOW HAVE WE SHARED?

- How will we make parents, students and other members of the community aware and involved?

We have communicated to parents formally and informally about the SEL of their children. As a staff, we are taking an ‘appreciative approach, looking at the positive behavior and treating behavior as we do any

other kind of learning. We continue to teach the virtues daily after the after lunch music listening program.

As a staff we are committed to upholding Montessori Grace and courtesy – manners and taking responsibility and providing explicit teaching around those manners.

8. WHAT ARE OUR NEXT STEPS?

- What will we be doing as we begin to plan for next year and the next multi-year goal?
- What discussions have we had as a staff around what we see in our students, where we see areas of need, etc.
- Will we continue with the same goal or will we move to another area and why?

Steps for next year are:

- After 3 years with a reading comprehension goal and a social emotional goal, reading has improved for most students, and students seem to be much better at self-regulation. Thus, we plan to move to **writing** as a school-wide goal.
- We will continue the good work done in reading by continuing targeted support as needed, and by expanding the Home Reading program
- We will continue many of the programs and practices which have supported student SEL. Each classroom will have a list of Tyeo SEL activities posted as a reminder to continue with these practices.
- We have discussed doing 3 cold writes (or 3-step writes) school wide; not just for ELL student files.
- We have plans to bring in a presenter on teaching writing on at least one Pro-D day.
- We are looking at 2 writing programs (Adrienne Gear; Barbara Mariconda) to potentially decide on using one across grade levels for consistency and common language for all students.
- We have discussed the importance of direct printing and handwriting instruction as well as keyboarding and dictation apps/ technology assisted writing for some students.
- Publishing of student writing through newsletter and blogs etc. as incentive for authentic writing
- Review inquiry question and where the need for this goal came from.
- Writing has been noted as an area of challenge for many students, especially for the many designated students who struggle with written output.
- The report card comments from Term 1 and 2 and FSA results for grades 4 support this decision.
- Fiction and non-fiction writing need more explicit instruction.



District-wide Aboriginal Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

9. WHAT DO WE KNOW ABOUT THE ABORIGINAL LEARNERS IN OUR SCHOOL?

- Include numbers of students, grade levels, etc.
 - We have 6 Aboriginal learners at Tyeo, in grades 7 (2), 5 (2), 4 and 2.

10. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS GOAL?

- List examples of pro-d, special events, speakers, curricular integration, routines and customs, etc.

Aboriginal Enhancement Goal:

- As a school we continued learning about Aboriginal cultures together and began to thread Aboriginal learning into many aspects of the curriculum.
- A highlight this year was carving a cedar tool box with an Aboriginal master carver, Jarus Harry, using hand-made tools. This project was funded by PAC and a successful grant application in honour of Canada's 150th. Students also had a flint-knapping instructor work with them.
- The drumming ceremony using the drums made last year with Davita Marsden will be repeated (in a more modest form, but still involving much of the school) on June 13, 2017.
- Staff members have attended Pro-D to learn carving techniques from aboriginal artists, and other aboriginal events.
- Teachers continued to immerse students in literature and discussions within the classrooms.
- The teacher librarian worked with small groups who focused research projects and discussions on Aboriginal studies. (Fatty Legs, Chocolate Lily for primaries).
- A class of students studied the life cycle of the salmon, raised and released them and connected their learning to Aboriginal peoples.
- In their continued study of the new curriculum, teachers studied the Principles of Aboriginal learning and wove this through the redesigned curriculum and Montessori curriculum.
- Posters on Aboriginal Ways of Learning were given to every classroom teacher.
- An Art Starts grant has been submitted which incorporates many Aboriginal ways of learning.
- Programs and workshops at the MOA continued to be accessed.

11. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- List continuing and new initiatives

- Continue to bring more Aboriginal speakers and storytellers.
- Continue to weave and imbed Aboriginal learning in the redesigned curriculum.
- As a Staff, continue to develop a deeper understanding of the journey of first peoples through workshops and share our learning with students.
- Bring in Davita Marsden to make drums with more classes of students so we can continue to have our drumming sessions and ceremonies.
- Practice Aboriginal ways of learning if our Art Starts grant is approved.

12. HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?

- Include both data-driven and anecdotal examples
- Give opportunities for student, staff and parent voice

- Students are participating in traditional aboriginal arts such as carving and drum making.
- Students made interesting and thoughtful presentations to classmates about research on a variety of Aboriginal focused topics. They were keen to listen and learn from each other.
- Students demonstrated empathy and thought about Aboriginal people and their journey over time as classes looked at fundamental needs of people.
- The knowledge base of students and staff has continued to increase throughout the year and created a foundation for next year; staff have reached out to attend Pro-D and to bring in presenters and events.
- Students continue to make connections, and show understanding, empathy, and deeper thought about aboriginal peoples; they want to learn more about Aboriginal cultures and traditions.
- Individual research projects were shared in the classrooms, artwork was hung in the classrooms, and work was placed in portfolios for sharing at student-led conferences.