

School Profile

"Freedom with Responsibility"

POLARIS MONTESSORI
ELEMENTARY
7005 GLADSTONE

Polaris Elementary is a school of some 215 students from Kindergarten to Grade Seven. It is a choice school within the public school system that is dedicated to the teachings of Maria Montessori and the Montessori Method. It houses a Montessori Preschool and feeds into the Montessori High School program offered at PGSS.

Because Polaris is part of School District #57 in Prince George, it complies with all the standards and expectations of any public school. There is no tuition charged for our K to 7 program. We are open to and inclusive of all members of our community that share the values of Montessori education.

For further information on Montessori education please check out our website at: [Polaris Montessori Choice School](#)

What is Montessori Education:

Five basic principles drive Montessori educators when implementing the Montessori method in any of a variety of programs. These principles include:

1. **Respect for the child:** Instruction is based on the needs of the individual child, not on 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 own learning.
3. **Sensitive periods:** All children go through predictable stages of development that underpins their needs as learners. Any effective educational program needs to respect these stages.
4. **The prepared environment:** A prepared environment is a place in which children can do things for themselves. The prepared environment makes learning materials and experiences available to children in an orderly format
5. **Autoeducation:** Children are capable of educating themselves (also known as self-education). Children who are actively involved in a prepared environment and who exercise freedom of choice literally educate themselves. Montessori teachers prepare classrooms so that this can happen.



Data Summary

Data Summary Information

Literacy

Data collected in the area of Literacy includes the CAT assessment used by high schools to help in their placement of Gr. 7 students into Gr. 8 programs. This assessment is normed at a national level. It also includes the District Reading/Writing assessment known as DART and the Provincial Reading and Writing assessment known as FSA.

DRA for Gr. 2 is a measure of comprehension for early learners.

Numeracy

CAT and FSA assessments also include numeracy sections so they have been added as well. Island NetDMA is a measure of general math skills and knowledge.

All percentages are expressed in terms of the amount of students that were at or above the expectations for their given grade level. This way numbers can be used to compare results across a number of different assessment tools.

Because different assessments focus on somewhat different skills within a given area of study (eg. Reading or Writing) the summary numbers can vary different from each other.

Literacy		
Assessment Measure	Grade Level	% of Student Meeting Expectations
CAT	6	92
DART	6	60
FSA	4	79 (Reading)
FSA	4	61 (Writing)
FSA	7	80 (Reading)
FSA	7	85 (Writing)
DRA	2	72

Numeracy		
Assessment Measure	Grade Level	% of Student Meeting Expectations
CAT	6	87
FSA	4	62
FSA	7	55
Island DMA	5	74



Aboriginal Student Learning

Aboriginal Education or Ab. Ed. is an integral part of our educational program for all of our students. We have a full time Ab. Ed. Worker that is responsible for 54 self-identified children. Our staff seeks to embed First Nations history, cultural awareness and learning traditions within the regular instructional days as opposed to making presentations a “special event”. This includes using Ab. Ed. Resources for supplement reading and history classes as well as having students complete specific multi-disciplinary projects based on aboriginal themes. That being said we have celebrate specific events with in the community to like Orange Shirt Day, and The Arctic Games.

Skills, Trades and Careers

“Practical Life Skills” has a long tradition within the Montessori Method. At the earliest ages children are encouraged to use tools and materials in their environment to play with, build, take apart, fix, clean, cook, serve, etc. This is the first and most basic step towards creating both physical skills and core competencies related to the trades.

In addition to practical life, we have also have added a Maker Ed. Component to our Learning Commons. Students participate in specific projects such as Coding and Sewing but also have access to “hands-on Stations” on a daily basis.



School Plan for Student Learning

2017-2021

Learning

An inclusive learning environment that provides high quality instruction and learning experiences.

Critical thinking, creativity, problem solving and growth mindset are considered central to academic, social and emotional learning

- ✓ All students will master fundamental academic skills to their individual potential, including literacy, numeracy and knowledge of the sciences.
All students will master multiple literacies, including: artistic, cultural, environmental, financial, linguistic, physical, social/emotional and technological.
- ✓ All students will master healthy social and emotional competencies to their individual potential, including self-awareness, resilience, motivation and adaptability.
- ✓ All students will seek to achieve physical, emotional and social wellbeing and be prepared to participate fully as an educated local and global citizens

Engagement

A community of parents, families, community organizations and community leaders who are broadly and meaningfully engaged in students' learning.

- ✓ Support a community of parents, guardians, families, community organizations and community leaders who are broadly and meaningfully engaged in students' learning.

Opportunity

A learning environment that provides our community of learners with the opportunities needed to achieve their short and long-term goals.

- ✓ Increase the overall academic, literacy, numeracy, transitions and overall graduation rates of Aboriginal students
Increase the knowledge and skills of environmental stewardship and Traditional Environmental Knowledge for all students and educators
Increase Aboriginal Ways of Knowing to support learning for all students, educators, administrators and staff
Increase a sense of belonging, cultural safety and identity for Aboriginal students
- ✓ Provide opportunities and experiences for all students to develop Career Pathways that align with their skills, knowledge, values, and dispositions
- ✓ To provide a learner focused, responsive and flexible education for all students



ALL STUDENTS WILL MASTER FUNDAMENTAL ACADEMIC SKILLS TO THEIR INDIVIDUAL POTENTIAL, INCLUDING LITERACY, NUMERACY AND KNOWLEDGE OF THE SCIENCES.



School Specific Goals

- All our students will meet or exceed their grade level expectations as they relate to Reading.
- All our students will meet or exceed their grade level expectations as they relate to Writing.
- All our students will meet or exceed their grade level expectations as they relate to Numeracy.

Achievement Strategies

- Regular in-house Professional Development will be attended by all staff on a weekly basis.
- Mentorship opportunities will be available to all new staff
- The Montessori Compass software program will be implemented across all grades to ensure all learning goals are met in a cohesive fashion.
- Class profiling will be done across grade levels to ensure that each students learning needs are made known to each classroom teacher as a starting point for any instruction.

Quality Indicators

- Students at the Grade 3 and 6 levels will complete the DART assessment.
- Students at the Grade 4 and 7 Level will complete the FSA testing.
- Students at the Grade 7 level will complete CAP Testing.
- Students from grade 4 to 7 will complete Writing Snapshots.





ALL STUDENTS WILL MASTER MULTIPLE LITERACIES, INCLUDING: ARTISTIC, CULTURAL, ENVIRONMENTAL, FINANCIAL, LINGUISTIC, PHYSICAL, SOCIAL/EMOTIONAL AND TECHNOLOGICAL.

School Specific Goals

- All our students will use critical thinking, creativity, problem solving and a growth mindset to its fullest extent across the curriculum.
- All students will see growth in specific SEL skills as outlined by the Montessori Compass.

Achievement Strategies

- Passion project, where students develop their own learning structures and present them to others will be a part of every students experience every year.
- Student Leadership will offered both formally (Leadership Club) and informally (Student-led Clubs) for all intermediate students.
- Fine Arts instruction and performance opportunities will be offered to all students on a weekly basis throughout the school year.
- Specific SEL goals for each child will be tracked by the Montessori Compass and used as the basis of problem solving circles and other direct SEL instruction.

Quality Indicators

- Percentage completion of Passion Projects with positive self-assessments.
- Number students chose to show positive leadership by creating a student-led club.
- Percentage of students completing at least one original fine arts work and performance.
- Positive growth in the specific SEL goals as outlined in the Montessori Compass.



ALL STUDENTS WILL MASTER HEALTHY SOCIAL AND EMOTIONAL COMPETENCIES TO THEIR INDIVIDUAL POTENTIAL, INCLUDING SELF-AWARENESS, RESILIENCE, MOTIVATION AND ADAPTABILITY.

ALL STUDENTS WILL SEEK TO ACHIEVE PHYSICAL, EMOTIONAL AND SOCIAL WELLBEING AND BE PREPARED TO PARTICIPATE FULLY AS AN EDUCATED LOCAL AND GLOBAL CITIZENS

School Specific Goals

- Students will choose and display behaviours that demonstrate respect for self, others and the environment
- Students will make healthy personal and social choices.
- Student will actively use the Restitution process when dealing with conflict.

Achievement Strategies

- Specific behaviour expectations will be taught at all age levels and will be reinforced by problem solving circles on a daily basis.
- Regular school-wide assemblies focusing on social emotional competencies will be held weekly.
- Student leadership (In the style of “The Leader in Me”) will be implemented in all intermediate classrooms
- Restitution model of problem solving be implemented across all grades.

Quality Indicators

- Montessori Compass tracking of school identified competencies.
- Number of students participating in Leadership and Peace projects.
- Number of students choosing to enact restitution process in as the primary method of conflict resolution.



SUPPORT A COMMUNITY OF PARENTS, GUARDIANS, FAMILIES, COMMUNITY ORGANIZATIONS AND COMMUNITY LEADERS WHO ARE BROADLY AND MEANINGFULLY ENGAGED IN STUDENTS' LEARNING.



School Specific Goals

- All parents will be actively involved in their child's education.
- All parents will have a working knowledge of what the Montessori Method is and how it relates to their child's educational experience.
- The general public in our greater community will have a basic understanding of what Montessori Education is and how choice works in SD57.
- The school will effectively communicate student achievement in a timely fashion to parents

Achievement Strategies

- Host a new parent orientations evening to promote Montessori educational experiences in the home.
- Have regular communication with the PGMES board members and staff to develop continuity between the early childhood and the Polaris program.
- Have at least one parenting workshop based on Montessori Method per year.
- Have at least one student teach the parents evening
- Implement the Montessori Compass software to aid in the communication of student achievement.

Quality Indicators

- Record of parent/guardian participation in school related activities and educational planning processes.
- Student survey results from annual Ministry of Education assessment
- Parent satisfaction survey in relation to the implementation of Montessori Compass.





INCREASE THE OVERALL ACADEMIC, LITERACY, NUMERACY, TRANSITIONS AND OVERALL GRADUATION RATES OF ABORIGINAL STUDENTS

INCREASE THE KNOWLEDGE AND SKILLS OF ENVIRONMENTAL STEWARDSHIP AND TRADITIONAL ENVIRONMENTAL KNOWLEDGE FOR ALL STUDENTS AND EDUCATORS

INCREASE ABORIGINAL WAYS OF KNOWING TO SUPPORT LEARNING FOR ALL STUDENTS, EDUCATORS, ADMINISTRATORS AND STAFF



INCREASE A SENSE OF BELONGING, CULTURAL SAFETY AND IDENTITY FOR ABORIGINAL STUDENTS

School Specific Goals

- All our Aboriginal students will meet or exceed their grade level expectations as they relate to Reading, Writing and Numeracy
- All students will have a working knowledge of Environmental stewardship and how this relates to Aboriginal Traditional Knowledge.
- Aboriginal Ways of Knowing will be embedded in daily instruction across throughout the curriculum.

Achievement Strategies

- Develop programs related to Aboriginal culture through music: Metis Fiddle group, Drum Group.
- Develop series of special event days that highlight important themes and learning experiences: Salmon Release, Arctic Games, Orange Shirt Day
- Embed Indigenous Knowledge in daily lesson planning across the curriculum: Aboriginal reading text, historical documentation from aboriginal perspective, Aboriginal astronomy perspective, Lahal, drum making,



traditional food gathering practices.

Quality Indicators

- Ministry of Education Student Learning Survey
- District and Ministry of Education assessments for Literacy and Numeracy



PROVIDE OPPORTUNITIES AND EXPERIENCES FOR ALL STUDENTS TO DEVELOP CAREER PATHWAYS THAT ALIGN WITH THEIR SKILLS, KNOWLEDGE, VALUES, AND DISPOSITIONS

School Specific Goals

Kindergarten – Grade 3 (Formative Years)

- Student can identify personal attributes, interests and accomplishment.
- Students will know jobs available in the local community.

Grades 4-9 (Middle Years)

- Schools staff will participate in All About Me or My Blueprint training.

Achievement Strategies

- Younger students will take part in the All about Me assessment of personal attributes.
- Students will visit actual worksites within our community that they identify as important to their future.
- Younger students will take part in the All about Me or My Blueprint assessment of personal attributes.
- Intermediate students will visit actual worksites within our community that they identify as important to their future.

Quality Indicators

- All students will participate in at least one future planning or workplace visit that is based on their planning interest.
- All students will have completed a basic inventory of their own skills, talents and interests in relation to possible future employments pathways.





TO PROVIDE A LEARNER FOCUSED, RESPONSIVE AND FLEXIBLE EDUCATION FOR ALL STUDENTS.

School Specific Goals

- All instructional will be based on the assessed needs of each individual student.
- All instructional will be given in a timely and effective manner based on identified student needs.
- All use of Montessori materials will be guided by pre-defined sequential curriculum.

Achievement Strategies

- All students will participate daily in the planning and assessment of their learning (This is a basic tenant of the Montessori Method.)
- Instruction will be based on small groupings of specifically identified students needing similar learning outcomes.
- Align daily individual instruction with the Montessori Compass sequential learning outcomes.

Quality Indicators

- Work journals will be used daily by all students
- Instruction is given primarily in small groupings
- Grouping of students is based on teacher observation in relation to Learning Outcomes.
- Instructional decision making incorporates the sequential outcomes as described in the Montessori Compass.

Summary

