



# *Marion Schilling Elementary*

## Annual School Learning Plan 2026-27

**School Learning Plan**  
**May 2025 - revised June 2026**



**Territorial Acknowledgement**



Secwepemcúl'ecw yi7élye ell, re tmicws re Tk'emlú'semc n7élye.

School District No. 73 (Kamloops-Thompson) acknowledges that it is on the territory of the Secwepemc Nation, specifically the territory of the Tk'emlups te Secwepemc People. Kamloops School District No. 73 includes the seven Secwépemc First Nations Bands: Tk'emlúps te Secwépemc, Whispering Pines/Clinton Indian Band, Skeetchestn Indian Band, Simpcw First Nation, Adams Lake Indian Band, Little Shuswap Lake Indian Band, and Neskonlith Indian Band. Our school partners with Tk'emlúps te Secwépemc through our Local Education Agreement (TK'EMLUPS-LEA) and the Aboriginal Education Enhancement Agreement.

2290 Park Drive  
Kamloops BC  
V2C 4P6  
[MSES school website](#)

## **School Context**

Marion Schilling Elementary is a K-7 school located in the Valleyview area, home to the Mavericks. We serve 231 students, with 53 students (23% of our population) identifying as Aboriginal. We transition our Grade 7 students to Valleyview Secondary and participate actively within the Valleyview Family of Schools. Tucked between Valleyview Drive and the Trans Canada Highway, our catchment area extends from Vicars Road to the Pine Ridge golf course in Dallas. We are also home to a strong Strong Start Program welcoming local infants to preschool children, a newly licensed 'Just B4' preschool program, and Before and After School Care (BASC).



## **Where Have We Been?**

### **Literacy**

Based on our data analysis, literacy has been our primary focal point for primary students, utilizing early intervention reading strategies, small group instruction, and direct teaching. Programs like Jolly Phonics, LLI kits, Heggerty Phonemic Awareness, and Guided Reading have been integrated to improve foundational literacy outcomes.



## **Numeracy**

Historically, numeracy development was targeted at intermediate students (Grades 4-7) based on FSA data. Moving into the 2025-2026 school year, assessment data (learning updates, NSA and FSA) indicated a critical need to address gaps in number sense earlier, shifting our focus toward improving number sense and computational fluency with K-4 students.

## **Social Emotional**

Behavior support and social-emotional learning at Marion Schilling focused on establishing clear expectations through PBIS and the school-wide Matrix. To build a positive culture, a growth mindset, and strong staff-student connections, Matrix goals were reviewed on daily announcements and reinforced by staff during class, recess, and lunch. Student engagement and well-being were promoted through school-wide theme days, behavior check-ins, and Matrix challenges with "Gotcha" rewards. When students made poor choices, accountability and growth were supported through a collaborative behavior process reviewed with students, staff, & parents.



## Marion Schilling Behaviour Matrix

| Setting                       | Respectful                                                                                                                                                                                                                  | Responsible                                                                                                                                                                                                                                   | Safe                                                                                                                                                                       |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning</b>               | <ul style="list-style-type: none"> <li>- Raise your hand and wait your turn</li> <li>- Speak kindly</li> <li>- Listen attentively</li> <li>- Body to Self</li> </ul>                                                        | <ul style="list-style-type: none"> <li>- Follow directions and do your job</li> <li>- Persevere and keep trying</li> <li>- Use materials appropriately</li> <li>- Arrive and leave on time</li> <li>- Have materials ready</li> </ul>         | <ul style="list-style-type: none"> <li>- Body to Self</li> <li>- Use materials appropriately</li> </ul>                                                                    |
| <b>Outside</b>                | <ul style="list-style-type: none"> <li>- Include others</li> <li>- Speak kindly</li> <li>- Listen to adults</li> <li>- Body to Self</li> </ul>                                                                              | <ul style="list-style-type: none"> <li>- Use equipment and grounds appropriately (caring for environment, garbage in cans etc)</li> <li>- Problem solve (use WITS)</li> <li>- Clean up</li> <li>- Promptly return to class at bell</li> </ul> | <ul style="list-style-type: none"> <li>- Body to Self</li> <li>- Use equipment safely (walk your wheels, return borrowed equipment)</li> <li>- Listen to adults</li> </ul> |
| <b>Hallway/<br/>Washrooms</b> | <ul style="list-style-type: none"> <li>- Be quiet</li> <li>- Be patient and wait your turn</li> <li>- Body to Self</li> <li>- Do your job (walking feet, flush, wash, leave)</li> <li>- Report problems to adult</li> </ul> | <ul style="list-style-type: none"> <li>- Do your job</li> <li>- Put belongings away (lockers/cubbies tidy)</li> <li>- Go to and from promptly</li> </ul>                                                                                      | <ul style="list-style-type: none"> <li>- Walk</li> <li>- Body to Self</li> </ul>                                                                                           |
| <b>Assembly</b>               | <ul style="list-style-type: none"> <li>- Listen attentively (quiet mouth, eyes on speaker)</li> <li>- Clap at appropriate times</li> <li>- Body to Self</li> </ul>                                                          | <ul style="list-style-type: none"> <li>- Ignore distractions</li> <li>- Wait for directions before moving</li> </ul>                                                                                                                          | <ul style="list-style-type: none"> <li>- Enter and exit silently</li> <li>- Body to Self</li> </ul>                                                                        |
| <b>Eating</b>                 | <ul style="list-style-type: none"> <li>- Use a quiet voice</li> <li>- Speak kindly</li> <li>- Body to Self</li> </ul>                                                                                                       | <ul style="list-style-type: none"> <li>- Use materials appropriately</li> <li>- Clean up</li> <li>- Eat your own food</li> <li>- Stay in your seat</li> <li>- Wash your hands</li> </ul>                                                      | <ul style="list-style-type: none"> <li>- Wash your hands</li> <li>- Eat your own food</li> <li>- Stay seated</li> <li>- Wait for Bell to ring</li> </ul>                   |

## Learning Goal

### INTELLECTUAL DEVELOPMENT

To develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.

### DISTRICT GOAL

Every learner will develop competencies and skills to succeed academically.

### DISTRICT OUTCOME

Students will meet or exceed numeracy expectations for each level.

### SCHOOL RESULTS ANALYSIS

In the fall, teaching staff began unpacking the school's intellectual goal, recognizing a clear need to refine and narrow our focus. During this process, staff considered introducing a specific goal to support learning in numeracy. This direction was



confirmed when a review of our most recent school FSA data revealed that student numeracy scores were lagging. Based on this data analysis, numeracy became our focal point for all students, with a specific emphasis on using research-based resources and instructional design to improve student understanding of number sense.

| FSA Results - Literacy |             |                      |
|------------------------|-------------|----------------------|
|                        | All Schools | Marion Schilling Ele |
| EME                    | 46.40%      | 75.00%               |
| OT                     | 51.61%      | 75.00%               |
| EXT                    | 1.99%       |                      |

| FSA Results - Numeracy |             |                      |
|------------------------|-------------|----------------------|
|                        | All Schools | Marion Schilling Ele |
| EME                    | 53.60%      | 62.50%               |
| OT                     | 44.17%      | 37.50%               |
| EXT                    | 2.23%       |                      |

FSA results from the 2024-2025 school year

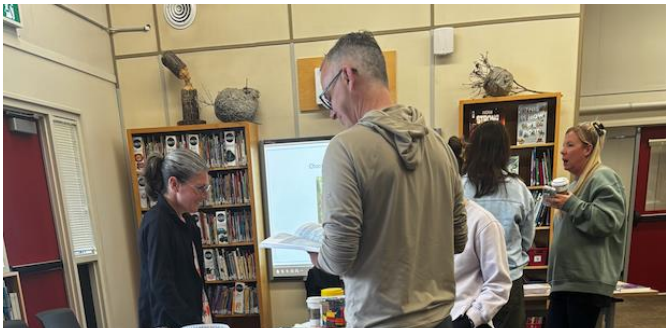
SCHOOL GOAL

Through developing a positive school environment focused on a growth mindset and students’ competencies, students will meet or exceed numeracy expectations.

AREAS TO CELEBRATE

Following a shift in our school learning goal to numeracy in November, staff committed to keeping this single focus at the center of all staff meetings, building meaningful momentum through dedicated professional learning and collaborative practice. Staff benefited from the instructional leadership of Stacey Kaczur (formerly the district numeracy resource teacher), who led staff meeting sessions—such as the fall "Everything is Connected" session on moving students past simple counting—and two school-wide Pro-D days. The December "Joyful Math" session introduced shared routines using Cuisenaire rods, Rekenreks, and ten frames across grades K–4 to naturally differentiate learning.

The final session in May marked the first time in many years that the entire Marion Schilling staff attended a Pro-D day together.





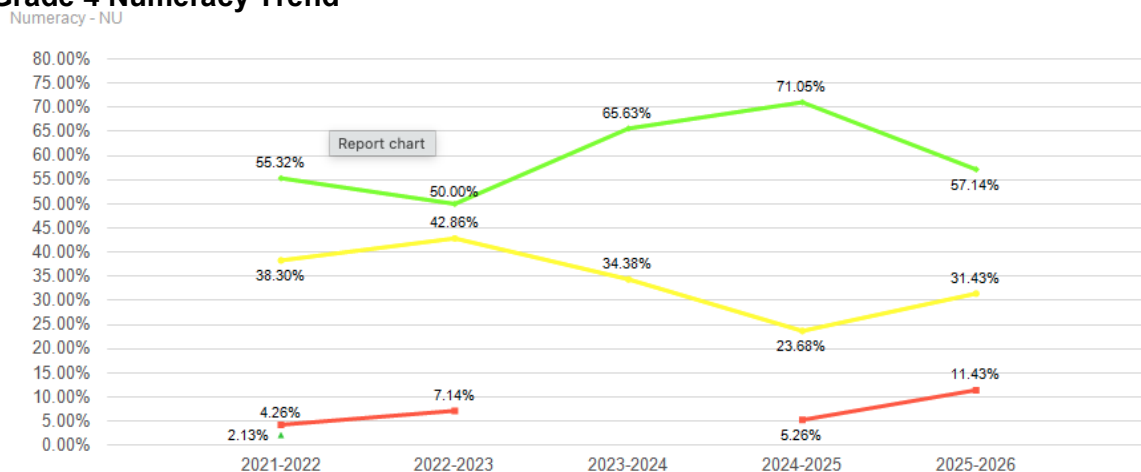
To sustain momentum, release time was provided starting in January 2026 for primary classroom demonstration lessons (e.g., K/1 Rekenreks and Grade 1/2 "Make Ten" routines) and targeted mentorship. This included side-by-side administration of the district primary numeracy assessment (NSA) to build instructional strategies for number sense and ensure school-wide consistency with proficiency scales.

For targeted intervention, our Learning Assistance Resource Teachers (LARTs) received specialized NSA training in January. They developed a digital tracking tool to identify target populations and began skill-based, small-group instruction, specifically focusing on additive reasoning for Grade 3/4 students to bridge foundational gaps before intermediate grades.

## AREAS TO GROW

In examining our FSA results, 2025-2026 school year we have shown positive growth in numeracy for grade 4 students. This trend while not reflected in our report card data of students achieving proficient level, we are seeing positive growth in students at the emerging and developing level.

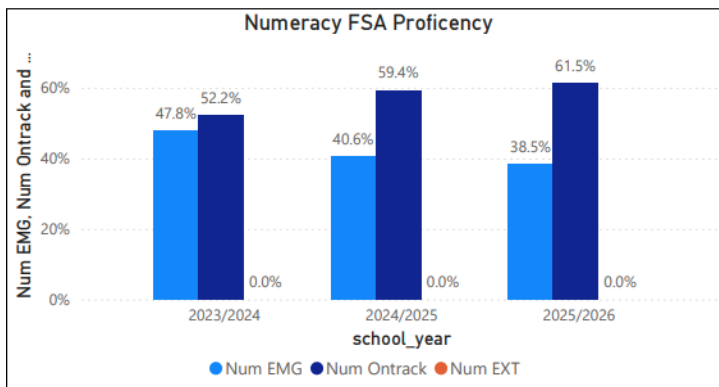
### Grade 4 Numeracy Trend



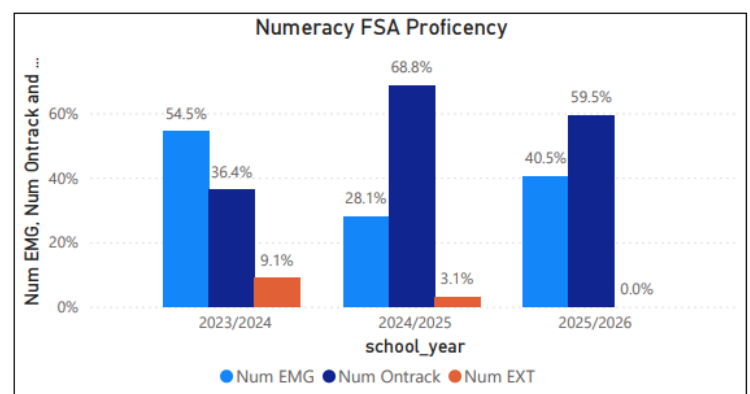


We expect that this positive growth of students at the emerging and developing levels is due to the numeracy intervention, and more targeted focused instruction that resulted after the Primary Numeracy Assessment was administered, & analyzed.

### Grade 4



### Grade 7

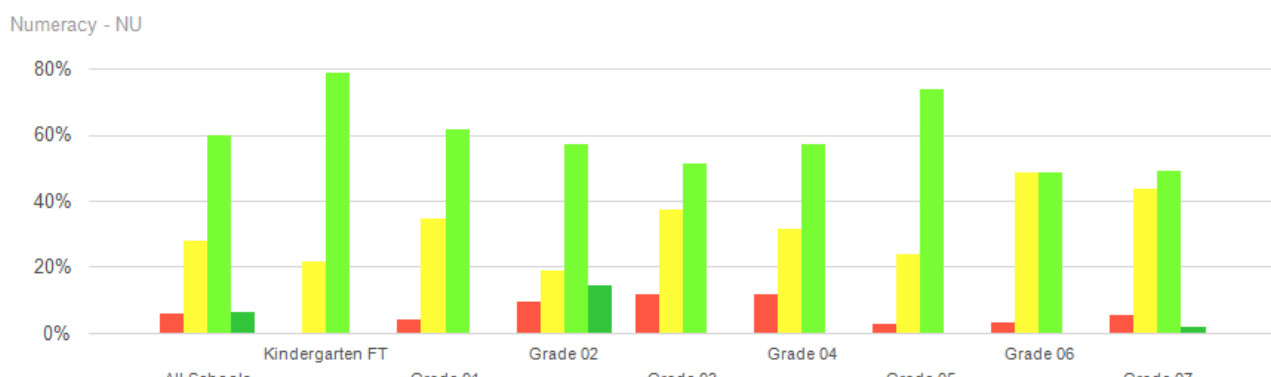


The school team was aware that many students in grade 4 would also benefit from engaging in the assessment, and so the grade 3 DNA was also administered to the grade 4 cohort as well. Students who achieved at the emerging and developing levels in grades K-4 received targeted intervention from LART as well as targeted numeracy instruction from their classroom teachers to close skill deficits.

On the whole numeracy interventions, teacher mentorship, researched based instructional design modeled in ProD days and during staff meeting learning sessions were widely embraced by the majority of teachers in grades K-5.

Our hope for next year would be to have all staff K-7 engage and embrace this work, and it be reflected in positive outcomes in numeracy for all students.

### Report Card Numeracy Data





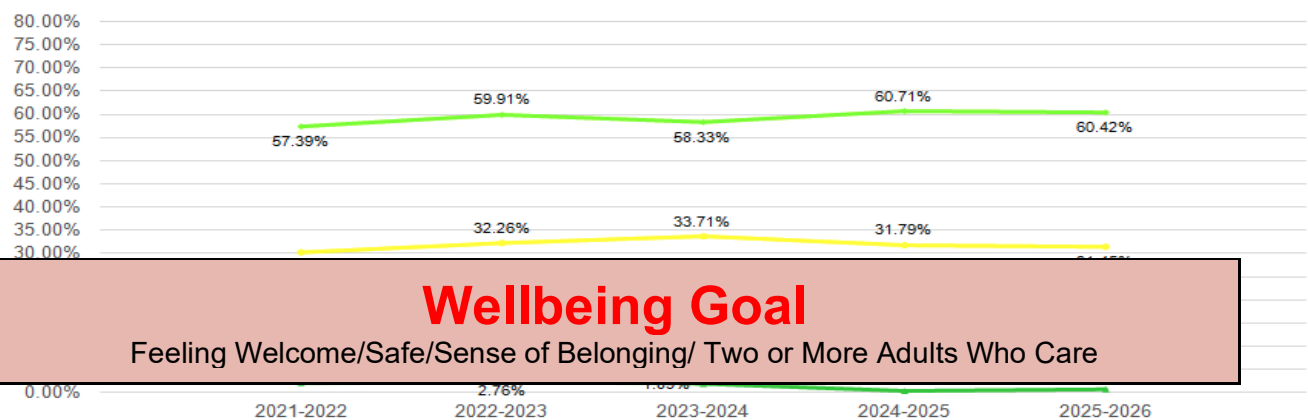
## Literacy Focus moving forward

Because our Intellectual goal has been entirely focused on Numeracy for the 2025-2026 school year we feel that the school has the resources to continue to move forward with this work with internal support and reinforcement. It is recommended that external supports and resources for the 2026-2027 school year should shift to improving literacy, as students are struggling in their literacy skills.

Literacy - LI

|     | All Schools | Kindergarten FT | Grade 01 | Grade 02 | Grade 03 | Grade 04 | Grade 05 | Grade 06 | Grade 07 |
|-----|-------------|-----------------|----------|----------|----------|----------|----------|----------|----------|
| EMG | 937         |                 | 3        | 3        | 6        | 2        | 1        | 1        | 5        |
| DEV | 3562        | 13              | 6        | 5        | 10       | 9        | 13       | 14       | 19       |
| PRF | 6183        | 19              | 14       | 13       | 20       | 21       | 27       | 22       | 35       |
| EXT | 516         |                 |          | 2        |          |          |          |          |          |

Literacy - LI



## HUMAN & SOCIAL DEVELOPMENT

To develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others.

## DISTRICT GOAL

Every learner will feel welcome, safe, and connected to their environments (district-school-classroom).

## DISTRICT OUTCOME

Students will feel welcome, safe, and connected to their school.

## SCHOOL RESULTS ANALYSIS



Based on data analysis, we want to make sure all of our students feel welcome at school. The data suggest that we need to work with all of our students including aboriginal and diverse learners to increase their sense of belonging.

### **SCHOOL GOAL**

To create a welcoming school environment that leads to a strong sense of belonging, acceptance, and resiliency for all students.

### **AREAS TO CELEBRATE:**

We had a hunch that students' sense of belonging was tied to students feeling safe and having positive connections to staff and peers at school. We noticed that students struggled to cope during student peer conflicts. They lacked the social skills to be able to manage even the minor of peer conflicts without adult intervention. In addition, students struggled to follow the guidance they received from adults to resolve the conflict. Respecting the space of others & following the instructions of staff during transition times proved challenging daily

We realized many students were having difficulty with prosocial behaviors simply because they weren't sure what was expected of them. To address these social skill deficits, we renewed our focus on explicitly teaching these behaviors and revamped our school-wide matrix to clarify expectations. We put up new matrix posters in classrooms and common areas, and staff used direct teaching and daily announcements to break the concepts down for students. We also reintroduced the "WITS" conflict-resolution strategy and launched fun "Matrix Gotcha Challenges" during historically tough months like March and June to keep everyone motivated. When students made poor choices, we walked them through reflection sheets and looped in parents, while making sure to constantly praise and reinforce positive behavior during class, recess, and lunch





## **AREAS TO GROW:**

The majority of staff embraced the revised Matrix and Gotcha challenges. K-5 teaching staff hung the new matrix in their classrooms, reviewed expectations with students and handed out Gotchas during school wide challenges. A goal for next year would be for all classes K-7 to review these expectations daily, and to participate in the school wide Gotcha challenges. In addition as part of school leadership it would be positive to see grade 7 students planning and organizing Matrix presentations - in school wide assemblies as well as visiting classrooms and teaching K-5 students expected behaviours.

## **SCHOOL STRATEGIES**

To improve (feeling welcome/safe/sense of belonging/two or more adults who care), we will (classroom practices):

### **PBIS**

- Use Matrix and WITS to support and teach about expected behaviours.
- Student Leadership to lead PBIS section of assembly, and to teach min lessons to K-5 classes on expected behaviors

### **Other School wide Supports**

- To aid students with self-regulation, provide sensory tools and spaces, including new sensory pathways for the hallways
- Provide breakfast and snacks for students when needed
- Active Kids, and the use of quick body breaks when needed
- Make it a priority to connect with students - learn about them (use the student profile forms at the beginning of the year to help with this)
- Provide a safe space or soft starts if needed
- Provide safe spaces inside and out for our “quiet” learners/social strugglers at recess and lunch (Maverick Club)
- Encourage classes to buddy up with another class

## **Evidence and Next Steps**

- Review behaviour data, attendance data, anecdotal comments, report card data, school learning survey, and learner profiles
- We have more work to do, Indigenous students at Marion Schilling indicate a drop in their sense of belonging compared to District norms.
- Although we had a three-year continued growth in Indigenous students' and Diverse students' sense of belonging this past year students reported a drop in their feeling of belonging.



- There has been a drop of Indigenous students feeling the adults of the school care.
- School wide data on absenteeism, and behaviour incidents
- Anecdotal comments from staff and students regarding how we are doing