



# *Marion Schilling Elementary* Annual School Learning Plan 2024-2025

Revised: September 19<sup>th</sup> 2025

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## 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 is located within the traditional territory of the Secwépemc people and 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
- 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 .  
[Aboriginal Education Enhancement Agreement](#)

## CONTEXT

Marion Schilling is a K-7 school in the Valleyview area. We transition our grade 7 students to Valleyview Secondary, and participate, learn and grow along with the other members of the Valleyview Family of Schools.

Marion Schilling is home to the Mavericks. We have 231 students, 53, or 23% of our population, are Aboriginal. We are uniquely located amongst homes and businesses in the Valleyview area, and tucked between Valleyview Drive and the Trans Canada Highway. Our catchment stretches from Vicars Road in Valleyview to the Pine Ridge golf course in Dallas.

Marion Schilling is also home to a strong, Strong Start Program welcoming in local babies to preschool children and their parents. We were recently licensed and opened a 'Just B4' preschool program, and are now offering before and after school care (BASC) as well.

Creating resilient learners has been the main goal in past years. Moving forward we will work to engage our learners in researched based programs to enhance their literacy skills. Creating a positive school culture and working on a growth mindset school wide will also assist our students in strengthening their academics and their social emotional skills. We will continue to focus on making strong connections between and within our staff and students. Our school learning plan is a living document, it changes and improves as we move forward through the years. The administrative team works to keep it in the forefront by referring to it in daily conversations, by giving time at staff meetings to work on the goal areas and by focusing some of our professional development time to learning strategies to improve our skills in these areas.

Moving forward, we aim to bring parents into the building more frequently. We will schedule one or two dates for open houses to not only communicate with parents about student progress, but to create an environment where parents feel welcomed and informed about the school environment. Our PAC is doing a nice job of sponsoring family fun activities to encourage more involvement in our daily school life. Marion Schilling has a strong Aboriginal Education team, and together with them we continue to grow our connections with the Indigenous community through student activities, like Shuswap Language classes, cultural days, and drumming. This year we will also plan an Aboriginal Family dinner to welcome our families into the school and engage their support in our school wide goals and activities. Through these events, our school PAC, monthly newsletters and relevant syner-voice messages we work hard to communicate with all members of the school community that we value their voice.

# 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 literacy/numeracy expectations for each level.

## **SCHOOL RESULTS ANALYSIS**

Based on data analysis, literacy will be our focal point for our primary students and numeracy will be the focal point for our intermediate students. Improving literacy results will have a reciprocal impact on numeracy results as well. We will focus on early intervention reading strategies, as well as aiming to improve our small group and direct instruction teaching skills. In numeracy we will focus on using best practices to improve understanding of number sense.

Based on 2022 / 2023 PRA data, our grades 2 and 3 have improved, however there remain some students who demonstrate a need for more targeted instruction.

There is work to be done with our intermediate students with numeracy in grades 4 - 7. Our numbers in Grade 4 and Grade 7 on the Foundation Skills Assessment (FSA) tests show that there is much need for improvement for all our learners.

## **SCHOOL GOAL**

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

## **AREAS TO CELEBRATE**

- Aboriginal population is above District averages for reading in Grade 1, 2, and 3.
- 100% of our Aboriginal Grade 3 students are Meeting or Exceeding expectations in reading.
- This year's Grade 2 students are above district averages for reading.
- Trends seem to show improvement in literacy skills as students progress through their intermediate grades.

## **AREAS TO GROW**

- Early years Literacy based on our previous year's Primary Reading Assessment (PRA) data.
- K-7 Numeracy based on previous years FSA/ NSA data.

## **SCHOOL STRATEGIES**

### **To improve in literacy and numeracy we will (classroom practices):**

#### Priority strategies

- Aim to implement school-wide early intervention strategies
- Coordinating primary literacy times in order to schedule as many adults (CEAs / Administration / LARTs) to support the learning as possible
- Use small group reading and numeracy instruction in all Primary and Intermediate classrooms
- In Literacy, use tools and strategies such as Jolly Phonics, LLI kits, Heggerty Phonemic Awareness, Guided reading, Daily 5/Cafe reading strategies, and / or Literature/Inquiry circle, POPEY (updated website as of Sept. 2023) linking literacy and SEL, Shifting the Balance (Science of Reading)
- In Numeracy, use tools and strategies such as Number talks, non-permanent vertical spaces, word problems, Math challenges
- small group literacy stations
- Small group numeracy stations
- Incorporate Growth Mindset strategies within lessons
- Incorporate First People's Principles of Learning into lesson plans
- Continue to share support for both behavioral and academic challenges, where possible
- Work towards updating and increasing the number of digital devices in the classroom

#### Supplemental strategies

- Use UDL strategies in the planning and execution of lessons (Backward Design)
- Use Adrienne Gear Reading Power/Nonfiction Reading Power, and Powerful Poetry (Support from the Literacy team)
- Incorporate class discussions and group work (CGI)
- Read aloud to students each day during snack time - consider theme days that have teachers reading to a different audience other than their own students
- Develop Essential Learning Standards for each grade level
- Highlight and create lists of resources already available in the school / Work alongside Teacher Librarian
- Encourage weekly Reading Buddies (K/Grade 4-5) and other partnerships
- Invite district numeracy coordinators to help develop best practices for teaching

- Use staff meetings for small group instruction and planning in both literacy and numeracy

**To improve classroom practices, we will (PD strategies):**

- Ensure one NID is focussed on literacy and / or numeracy- Sept pro-d day
- Provide collaboration time for teachers
- Devote time once a month at staff meetings to discuss strategies and what is working
- Invite coordinators
- Create opportunities for primary teachers to work as a unit, and intermediate teachers to work as a unit
- Teacher collaboration: promote innovative, evidence based instructional practices that promote critical and creative thinking
- Provide time for a Book study and / or current articles at staff meetings; book/articles focus will be on a goal area

**To improve in grade-to-grade transitions, we will...**

- Grade 7 transition meetings will share what works for individual students and who the high school may be able to provide further support
- Will use our class configuration sheets and meetings to discuss movement of students into new classes at the end of each year
- Collaboration times to review class configurations, and student needs
- Parents have the opportunity to have input into class placements by filling out a request form in the Spring
- Respecting student voice
- Schedule a time for Parent / Teacher conferences where the focus will be on completing a Student profile for every student in the school.
  - use this time to also inform families about the Inclusive Sexual Health curriculum &/or include the paperwork for it in the September package of papers to complete
- Schedule regular School based team meetings and External school based team meetings

**To improve Aboriginal student learning, we will:**

- Use stories as a teaching method
- Talking circles
- Incorporate Learning scaffolds that support different learning styles and incorporate Aboriginal content
- Field (on the land) trips
- Create opportunities for student decision-making and problem-solving
- Monthly First Peoples' Principles of Learning focuses
- Making language visible by labeling school spaces / signage

- Culture clubs
- Medicine Wheel teachings
- Seven Sacred Principles
- Visible flags and maps
- Invite coordinators/Aboriginal Community Support to support teachers and their classrooms

**To improve working relations with our local First Nation to meet the needs of Aboriginal students, we will:**

- Maintain on-going communications
- Invite families, and our local First Nations members to come into the school
- Sharing newsletters and school information
- Guest presenters
- Host an Aboriginal Family dinner each year
- Share in celebrating Orange Shirt day, April 7, National Indigenous Peoples Day, etc.
- continue to offer Secwepemctsin Language

**To improve in learning, we are ensuring that our resources meet our students' needs by:**

- Using curriculum resources that have an Aboriginal focus
- Making sure our library and classrooms have materials that reflect Aboriginal content
- Creating hallway and classroom displays that incorporate Aboriginal content
- Maintaining our Secwepemctsin Language classes through the use of a Secwepemctsin Language Teacher
- Provide support to students through our Aboriginal Education workers
- Apply for extra support for our Aboriginal learners through a teaching position delegated to supporting students in need of extra help
- Provide extracurricular activities like Drumming Group, and Culture Club
- Support class and school wide field trips that have an Aboriginal focus, like Powwow / Salmon Run / Hikes / Walks to highlight local plants and their traditional uses
- Bring into the school guest presenters that highlight Aboriginal culture and enhance the school wide focus on significant days (Orange Shirt Day; April 7; National Indigenous Peoples' Day)
- improve the connection between AEWs/classroom teachers and more defined and disclosed/discussed role of AEWs

**Evidence and Next Steps**

- June 2025 / May 2025 - Staff meeting / CEA / AEW meeting – we will continue to review strategies for both goal areas
- Will continue to focus on our SLP each month at staff meetings
- January 2026 - review SLP with PAC
- We will review PRA / NFRA / FSA / Kindergarten survey to determine future steps in Literacy. Review NSA data to plan for next steps in Numeracy.
- Connect the collected data and see if it equates to improved practices
- Continue to review Cultural Appropriation information
- Primary reading groups based on PRA data demonstrated growth for most students throughout the year.
- Numeracy scores both on the NSA & FSA data indicate a need for a more focused and approach to researched based instruction in K-7 Numeracy.
- School wide data collection will continue on absenteeism, and behaviour incidents so to put in place targeted PBIS interventions to improve in the areas of concern.
- Anecdotal comments from staff and students regarding how we are doing

## Wellbeing Goal

Feeling Welcome/Safe/Sense of Belonging/ Two or More Adults Who Care

### 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:

- A large percentage of students feel safe at school.
- All staff participated in collaborative work to define what a sense of belonging means at Marion Schilling.
- Staff has agreed on four key words about what belonging means at our school and these will be the school's core values moving forward.
- We have created a Marion Schilling Anthem
- Have worked extensively with district staff, Alex Inglis and Jenna Ewert, on our sense of belonging journey
- Completed a 'dotology' to see which students, staff felt they had connections with; only 11 students did not appear to be connected to 2 or more adults

## **AREAS TO GROW:**

- Making all students, including Indigenous and Diverse learners, feel more welcome at school.
- Making all students, including Indigenous and Diverse learners, feel an increased sense of belonging.
- Creating more of a school community culture where staff and students all have a common vision.
- Having students rotate or participate in stations to facilitate getting to know more adults in the school.
- Being present in the mornings and staff committing to learning student names despite if the student is in their classroom.

## **SCHOOL STRATEGIES**

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

- Use quality children's literature (and posters) to support and teach about expected behaviours, growth mindset, and positive school experiences
- 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)
- WITS program used by students, reinforced by staff
- Check-in / Check-out system and Back and Forth Books
- Encourage classes to buddy up with another class
- Help students explore themselves, their identity, and their values
- Host 'Choice Days' throughout the winter months to give students opportunities to select what activities they would like to do during their lunch break

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

- Use growth mindset strategies
- Use school wide activities, like theme days, multi-age activities, and teaching expected behaviours to build a positive school culture
- Incorporate First People's principles of learning
- Use Check In/Check Out to support tier 2 students
- Complete FBA for students who are struggling with their behaviour

- Consistently referring the school wide Matrix by all staff to develop a common language around behaviour expectations.
- PBIS whole school Maverik challenges
- Positive reinforcement for students who are consistently demonstrating expected behaviours
- Maverick's Club
- Follow Aboriginal Pedagogy Frameworks
  - Openness for students to speak honestly
  - Encouraging students to listen to each other
  - Safe and inclusive spaces
  - Respect for student silence
- School assemblies
- Sports teams
- Intramurals
- Leadership Programs

**To improve classroom practices, we will (PD strategies):**

- Provide collaboration time for teachers.
- Devote time once a month at staff meetings to discuss strategies and what is working
- Invite our district behaviour specialists to come to our school
- Regular collaboration between staff members, parents and administration to support this goal area

**To improve in grade-to-grade transitions, we will...**

- Grade 7 transition meetings will share what works for individual students and who the high school may be able to provide further support
- Will use our class configuration sheets and meetings to discuss movement of students into new classes at the end of each year

**To improve Aboriginal student learning, we will...**

- Welcome / Honour Song presented over the PA system on Mondays
- Aboriginal bulletin board
- Signage
- Culture club
- AEW schedule
- Secwepemctsin Language
- Medicine Wheel Teachings
- Seven Sacred Principles
- Visible flags and maps
- Use the Intranet to teach the monthly First People's Principle of Learning

**To improve wellbeing, we are allocating our financial resources towards...**

- Sensory tools
- Breakfast and healthy snacks
- SEL books for students
- Professional Resources for teachers
- Incentives
- Spirit Days
- School wide activities
- Multi age group activities

### **Evidence and Next Steps**

- Continued to focus on our goal areas at one staff meeting a month
- October 2025 - review SLP with PAC
- 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

## Data

Year - Total days absent	Totals
2020/2021	7437
2021/2022	6466
2022/2023	5818
2023 / 2024	4509

Behaviour data – Total incidents	Totals
2020/2021	765
2021/2022	518
2022 / 2023	776
2023 / 2024	383

### **We will measure the success of our ‘Learning goal’ through anecdotal comments:**

- Mrs. Flinn (LART) “MSES is an inclusive school. Staff work hard to meet kids where they are.”
- Mrs. Patton (grade 1) having “extra art supplies as a teacher, this makes my life so much easier! I am able to access many different materials. The excitement the students have over being able to make a bracelet (beads and pipe cleaners) for someone special is wonderful to see. If the students make a bracelet they are encouraged to create a card for the person as well. Now I have the kids writing for fun! Win-Win.”
- Hazel (grade 5) I really liked going to the Pow wow grounds because I go to see people in their outfits doing cool dances. I like to dance too.”

### **We will measure the success of our ‘Well Being goal’ through anecdotal comments:**

- Vivian (grade 1) spoke about ‘theme days’ “My favourite day was when I got to put popcorn in my hair for crazy hair day and I ate all my popcorn that was in my hair.”
- Mrs. Patton (grade 1) “These days bring a class together as they love to see what the others have done (hair, costumes, etc.). Kids are excited and happy to be a school during these theme/choice days which fills the room with positive energy, smiles, and laughter”

- Mr. Dell (grade 4) The theme days build a school community and culture for our school. It gives students reasons to be excited to come to school.
- Mrs. G (CEA) “We now have students who are aware of the school’s expected behaviours and are willing to check in with the adults around their behaviours.”