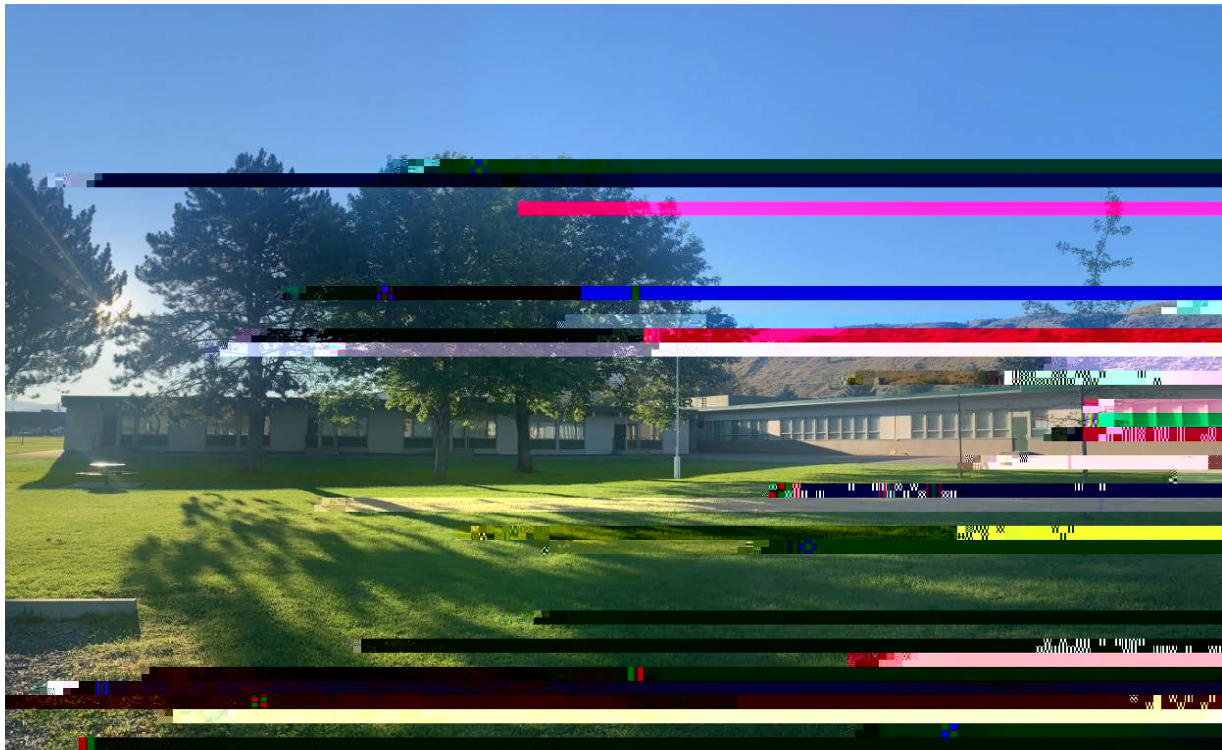


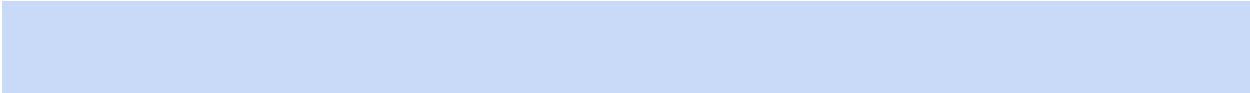


Annual School Learning Plan 2023-2024

Revised: Sept. 18, 2023



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



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 215 students, 46, or 21% 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 are excited to know that we are licensed as a preschool facility, and hoping that in the near future we will be offering preschool as well as, possibly, before and after school care.

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 have scheduled three 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. Marion Schilling has a strong Aboriginal Education team. Aboriginal Education is a key focus for our school. We are committed to providing a safe and supportive learning environment for all students. We are committed to providing a safe and supportive learning environment for all students. We are committed to providing a safe and supportive learning environment for all students.

Trends seem to show improvement in literacy skills as students progress through their intermediate grades.

Early years Literacy based on our previous year's PRA data.
Intermediate years Numeracy based on 2022 / 23 FSA data.

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 instruction in all Primary and Intermediate classrooms
- 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 (Stuckey/Patton attended 4 part PD series), Shifting the Balance (Science of Reading)
- 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
- 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
- Use N C,k - he ctup okward in G ided eading and or hd

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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

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

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

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Making all students, including Indigenous and Diverse learners, feel more welcome at school.

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
Incident Behaviour slips completed consistently by all staff with documentation by the Principal in MYed and copies being communicated with classroom teachers
Maverick's Club
Complete regular 'dotologies' to check on staff / student interactions
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
Develop a school anthem or chant

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

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

Welcome / Honour Song presented over the PA system on Mondays
Aboriginal bulletin board
Signage
Culture club
AEW schedule
Shuswap Language
Medicine Wheel Teachings

Seven Sacred Principles

Visible flags and maps

Use the Intranet to teach the monthly First People's Principle of Learning

Sensory tools

Healthy snacks

SEL books for students

Professional Resources for teachers

Incentives

Spirit Days

School wide activities

Multi age group activities

June 2023 - Staff meeting / CEA/AEW meeting - reviewed strategies for both goal areas - google doc used to record teacher thoughts

Continued to focus on our goal areas at one staff meeting a month

October 2023 - review SLP with PAC

Review DEWRS data, 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.