



# 2021 - 2022

## MARION SCHILLING ELEMENTARY SCHOOL LEARNING PLAN

*Me7 n7ek re Sw7ec-kt e Txwimimentmes - Making a difference by working together*

Marion Schilling Elementary School has a very positive and welcoming atmosphere with a dynamic learning environment. As a school the staff work diligently to build community in a safe and caring manner that allows for diversity and acceptance of cultures. A strong, active, and involved parent support group (PAC) creates and supports student opportunities and a strong sense of community. Finally, we offer a well-balanced, general Elementary experience for all students to grow and excel academically and socially.

### **Demographics**

- 282 students K-7
- 27 Full Day Kindergarten
- 64 Aboriginal students
- 6 ELL students
- 24 students with special needs
- 31 teaching, support, and administrative staff
- Strong Start Early Years Program

### **In the Classroom**

- Google Classroom
- MYEd Homepages
- Maker's Day approach
- Inquiry based strategies
- Problem of Practice approach - Perseverance
- Improvement Sprints
- Peter Lilljedahl - Numeracy
- Behaviour Matrix/PBIS
- BOKS
- Leadership Group
- Community Service Group

- Boys & Girls Aboriginal Groups
- After School Programs - Aboriginal Drum Group, Art Attack, & Movement Games



## Stakeholder Engagement Process

*The stakeholder engagement process has been going on for years but was formally recently. From our discussions several themes have emerged - feeling welcome and safe at school, have perseverance knowledge seekers, and exploring what engages students to their learning (data accumulated from annual Google Doc surveys, DEWRS and Student Learning Surveys)*

### **Me7 n7ek re Sw7ec-kt e Txwimimentmes - 'Making a difference by working together'**

*Increasing the success of all Aboriginal students and their sense of identity, belonging, and pride*

- *Welcome Song Wednesdays: Student Drumming/Singing with AEW and Principal*
- *Boys and Girls Groups*
- *After School Program - Drum Making*
- *Aboriginal Design School Logo*
- *Aboriginal Enhancement Agreement visual in all classrooms*

*Increasing awareness and understanding of Aboriginal culture, traditions, language, historical, and contemporary contributions*

- *AEW classroom support: Daryl Laboucan*
- *Story Telling/Smudging: Trudy Nielsen and Kenthen Thomas Visits*
- *Bernice Jensen visits: Crafts and Culture*
- *Aboriginal Grant: Puppets for Storying Telling/Outdoor Learning Facility*
- *Shuswap Language Lessons: Tracy Ned*

*Increase Aboriginal students' sense of place, personal and cultural identity, and self-esteem in a caring inclusive environment*

- *Aboriginal Student Counsellor: Lynn Duckchief (Florence Kenoras)*
- *Shuswap Language Translation labels throughout the building*

*Enhance, nurture and value positive relationships between the school, parents, and community*

- *Annual meeting with Kamloops Indian Band Counsel and AEWs and Principal*
- *Aboriginal Engagement Evening: Food, Song, Storytelling and Connection*
- *Communication with Tk'emlups te Secwepemc Staff: Jade Seymour & Ted Gottfriedson*

## **Focus**

*Our goal in partnership with our students, parents and community, is to strive to help all learners develop their maximum individual potential, their sense of self-worth and social responsibility, and their love of learning in a positive, stimulating environment*

### **Cultivating Resilience THROUGH Positive Relationships**

The Vision of a learner at Marion Schilling is a student who is enthusiastic, kind, caring, ready to learn, solution finder, team player, challenge seeker, flexible, and has a positive attitude. We strive to create perseverance in all learners. All staff members are engaged in ongoing learning that is reflective of the School Goals - the Core Competency development in Reading, Writing and Mathematics, along with Social Emotional growth.

MSES will continue to take a preventative and early intervention approach, ensuring our Grade 1 learners receive daily small group reading instruction. We desire that our students leave the primary grades fully meeting reading expectations. For our more vulnerable learners, we will continue to provide tiered support through classroom, Learning Assistance, and intensive Response to Intervention.

For all learners we desire them to be engaged learners that develop to their maximum potential. Staff want to create a school environment that encourages prosocial behaviour by teaching expected behaviours and providing a continuum of tiered interventions for students who require additional support in their social emotional development. Implementing a tiered response for the social/emotional development of our students through school-wide instruction and support, and targeted, focused, and as necessary intensive interventions for individual students.

Involving Parents and the Community is vital to our growth as a connected and supported learning institution. Fostering home and school connections will continue to be a priority. Regular communication through monthly newsletters, school websites, classroom newsletters, and utilizing Fresh Grade and BCED Pages and blogs occur.

Hosting workshops and information sessions for our families will continue to be pursued. Each school year we host two Aboriginal Parent Engagement Nights, along with Parent Info sessions on Nutrition/Sleep, Anxiety in Children & Internet Safety. MSES requires a focus on relevant learning, organizational and instructional innovation, and fostering an inclusive culture that values diversity.

Student programs will be considerate of the necessary skills for subsequent grades and levels, will explore different ways to communicate their learning (assistive/mobile technology, self-assessments, etc.), and will use technology in meaningful and appropriate ways to enhance their daily learning experiences.

These initiatives will be attained by providing Professional Development opportunities to further advance teachers' abilities and approaches to 21st Century Learning, create reflective professional discussions, mentoring and supports using models such as Instructional Rounds, create a focus on transformational teaching practice and engagement through innovative instruction practices and technology, and develop effective assessment practices that are visible and formative.

Parents will be provided with communication that will apprise them of school-wide goals and supportive language and practice so they can better support and understand the school from home. Open, respectful, and meaningful communication will be fostered via effective use of School Messenger, Google Surveys, and email to solicit input/feedback. Hallway displays, posters, and updates on the BCED Plan will be utilized.

Aboriginal students will have a sense of belonging, including a sense of place, personal and cultural identity, and self-esteem in a caring safe inclusive environment. MSES will continue to work toward understanding and

explicitly practicing the First People's Principles of Learning in all curricular areas. This included fostering an appreciation on how cultural identity shapes worldview, working with the school community in enhancing, nurturing, and valuing positive relationships between the school community, and leadership in honouring the First People's Principles of Learning and Aboriginal Worldviews and Perspectives. This will also include fostering an appreciation of the historical and contemporary contributions of Aboriginal and the local Secwepemc Nation.

Marion Schilling will identify and support students with vulnerabilities by using an LART Continuum for Supporting Students, reviewing student files, connecting and creating a plan with parents, documenting behaviour, making adaptations, working with SBT members and External SBT, and referring, reflecting and reviewing individual student's needs on a continuum.

## **Marion Schilling is Striving towards our Goals**

**GOAL/TARGETS #1** - Improving our Core Foundation Skills - Increase the number of students who are proficient or extending in literacy and numeracy by 10%

### **STRATEGIES/TOOLS:**

#### Reading -

1. Primary Reading Assessment and Non-Fiction Reading Assessment
2. Report Card Assessment
3. Performance Standards
4. Student Learning Survey Questionnaire/Responses
5. DEWRS
6. Foundational Skills Assessment (Grade 4 & 7)

#### Writing -

1. Foundational Skills Assessment (Grade 4 & 7)
2. Report Card Assessment
3. Performance Standards
4. Student Learning Survey Questionnaire/Responses
5. DEWRS

#### Numeracy -

1. District Numeracy Assessment Grades 3 - 7
2. Foundational Skills Assessment (Grade 4 & 7)
3. Performance Standards
4. Report Card Assessment
5. DEWRS

- The staff also looked at building coherence with stakeholders and connected the key learning outcomes and objectives with the Core Competencies from the BC Curriculum.
- All staff members are engaged in ongoing learning that is reflective of the School Goals.
- The Strategic Areas and our Goals were developed by reviewing the Seven Principles of Learning from research by the OECD

### **OUR APPROACH/THEORY OF PRACTICE:**

- Recognized that students were not performing at expected levels in Literacy and Numeracy
- Utilize the OECD 7 Principles of Learning to guide professional decisions and practice
- Use Juniper's model of Next Steps in Guided Reading as a targeted intervention in primary reading and to build teacher capacity in reading instruction

- Use small group reading instruction in all Primary classes and Intermediate classes
- Use Whole Class Review that focuses on a strength-based approach
- Come Read with Me - Grade One Parent to Student Reading Strategies
- Teacher Collaboration: promote innovative, evidence based instructional practices that promote critical and creative thinking
- One to One Reading Program: Annually with up to a dozen parent helpers
- St. John's Paws for Reading Program: Children read to a Therapy Dog weekly
- All Primary students will have 30 minutes of Shuswap Language a week with Intermediate Students have the option of 40 minutes a week
- Aboriginal Enhancement Grant for storytelling puppets (AEW and Kenthen Thomas)
- There are Aboriginal cultural performances and activities throughout the year • Individual, small group, and classroom supports, with a focus on academic achievement as well as cultural education.

## STEPS TAKEN TO SUPPORT IMPROVEMENT IN READING, WRITING AND NUMERACY OUTCOMES THIS YEAR:

- ❖ Sept. - June, 2021 Learning Partner Engagement via PAC and Staff Meetings
- ❖ October, 2020 - Grade 3 and 6 Teachers completed DNA Zoom Inservice
- ❖ Nov, 2020 Student, Teacher and Parent Social Emotional Surveys conducted
- ❖ Jan, 2021 Come Read with Me Grade One Parent/Student Reading Program with Fiona Claire
- ❖ Feb, 2021 Math Resources purchased with support from Amanda Russett: Daca Ngo to be our Champion with the Math Up Program (trial period prior to purchasing with Marion Small)
- ❖ March, 2021 We were the recipient of The Forest of Reading Grant of 800 new books for our Library

## EVIDENCE OF THE IMPACT IN READING, WRITING AND NUMERACY:

### Marion Schilling Fall Data - 2020 - FSA - PRA

\*ON TRACK (MEETING) & EXTENDING (EXCEEDING) ONLY

DATA	YEAR	GRADE 1	GRADE 2	GRADE 3	OVERALL 1-3
<b>PRA</b>	2016	84%	79%	76%	79%
	2017	85%	77% (-7)	64%	76% (-3)
	2018	88%	81% (-4)	79% (+2)	81% (+5)
	2019	not	extracted	due to	COVID
	2020				

DATA	YEAR	GRADE	NUMERACY	READING	WRITING
<b>FSA</b>	2012/13	4	66	70	70
	2013/14	4	63 (-3)	70 (0)	93 (+23)
	2014/15	4	57 (-6)	72 (+2)	81 (-12)
	2015/16	4	72 (+15)	69 (-3)	93 (+12)
	2016/17	4	64 (-8)	77 (+8)	87 (-6)

	2017/18	4	43 (-21)	54 (-23)	74 (-13)
	2018/19	4	58 (+15)	65 (+11)	71 (-3)
	2019/20	4	63 (+6)	74 (+9)	79 (+8)
	2020/21				
FSA	2012/13	7	48	79	91
	2013/14	7	76 (+28)	91 (+12)	81 (-10)
	2014/15	7	60 (-16)	88 (-3)	100 (+19)
	2015/16	7	70 (+10)	77 (-11)	93 (-7)
	2016/17	7	43 (-27)	49 (-28)	62 (-31)
	2017/19	7	43 (0)	68 (+19)	74 (+12)
	2018/19	7	58 (+15)	68 (0)	76 (+4)
	2019-20	7	11 (-46)	56 (-12)	73 (-3)
	2020-21				



**GOAL/TARGETS #2** - Enhancing Students' Social Emotional Development -increase the number of students by 15% who feel safe, welcome and not threatened (bullied, teased, or disconnected) while at school

### STRATEGIES/TOOLS:

- Behaviour Matrix posted of expected behaviour: inside, outside and everywhere focusing on Respectful, Responsible, and Safe behaviour
- WITS Program presented by RCMP Liaison to all Primary student
- Reinforcing TILT strategies (tell them to stop, ignore, leave, tell an adult)
- Incident Behaviour Slips completed consistently by all staff with documentation by the Principal in MYEd with copies being communicated with classroom Teachers
- Aboriginal Boys and Girls Groups, Orange and Pink Shirt Days, Spirit Day each week and Weekly GOTCHA draws
- Social Emotional Rating Scale: Student, Teacher & Parent surveys bi-annually for Grades 4 - 7
- DEWRS
- Utilize the OECD 7 Principles of Learning to guide professional decisions and practice
- Student Learning Survey

- Teachers collaboration: promote innovative, evidence based instructional practices that promote proper behaviour expectations and peaceful problem solving

## OUR APPROACH/THEORY OF PRACTICE:

- Continue to support the use of self-regulation strategies through PRO-D (MindUP)
- PRO-D on Trauma Informed Practice
- Daily Announcements to remind students of the expected behaviours
- Posted and Monthly reviews of the School PBIS Matrix
- RCMP classroom sessions on WITS, TILT, Halloween Safety, etc
- Aboriginal Boys and Girls Groups are run weekly
- Welcome Song Wednesdays with student drummer, AEW and Principal over PA

## STEPS TAKEN TO SUPPORT IMPROVEMENT IN SOCIAL EMOTIONAL LEARNING THIS YEAR:

- ❖ September - June, 2021 Learning Partner Engagement via PAC and Staff Meetings
- ❖ September 26th Inservice - Celeste Schell Presented on Trauma Informed Practice
- ❖ December 11th Card Making for the Elderly and Shut-ins
  - “Thank you very much! We are so grateful and our hearts feel so full with this project! Please thank all of the students and staff from every inch of our hearts!” From Carla Williams, Community Social Worker
- ❖ Trudy Nielsen and Kenthen Thomas Storytelling and Smudging Lessons

## EVIDENCE OF THE IMPACT OF STUDENTS’ NUMERACY, LITERACY, & SOCIAL EMOTIONAL THIS YEAR:

### MSES Students Learning Survey Results

DATA	NUMERACY	LITERACY	SOCIAL EMOTIONAL
STUDENT LEARNING SURVEY	I FEEL I AM GETTING BETTER AT MATH **80%/60%	I READ BOOKS FOR FUN **80%	IS SCHOOL A PLACE WHERE YOU FEEL LIKE YOU BELONG? **90%/78%
	I TRY MY BEST IN MATH AND SCIENCE AT SCHOOL ***80%	I FEEL I AM GETTING BETTER AT READING ***90%/74%	I AM HAPPY AT SCHOOL **90% I WOULD LIKE TO GO TO A DIFFERENT SCHOOL *61%
		I FEEL I AM GETTING BETTER AT WRITING ***90%/74%	DO YOU FEEL WELCOME AT YOUR SCHOOL? **90%/81%
		HOW MANY TIMES PER WEEK DO YOU READ OR WRITE FOR ENJOYMENT? **80%/58%	DO YOU FEEL SAFE AT SCHOOL? **90%/88% %
		ON A SCALE OF ONE TO FIVE, HOW MUCH DO YOU LIKE READING? **70%/69%	HAVE YOU EVER FELT BULLIED AT SCHOOL? *40%/70%
		ON A SCALE OF ONE TO FIVE, HOW MUCH DO YOU	HAVE YOU EVER FELT TEASED OR PICKED ON AT SCHOOL?

		<b>LIKE WRITING?</b> <b>**50%/50%</b>	<b>*60%/70%</b>
			<b>ARE YOU LEARNING HOW TO CARE FOR YOUR MENTAL HEALTH?</b> <b>**85%</b>
			<b>ON A SCALE OF ONE TO FIVE, DO YOU FEEL WELCOME AT SCHOOL?</b> <b>**80%/85%</b>
			<b>DOES SCHOOL MAKE YOU FEEL STRESSED OR WORRIED?</b> <b>*70%/38%</b>
			<b>DO YOU FEEL GOOD ABOUT YOURSELF?</b> <b>**70%/75%</b>
			<b>ON A SCALE OF ONE TO FIVE, DO YOU FEEL PART OF THE MARION SCHILLING SCHOOL COMMUNITY</b> <b>**50%/75%</b>

\* NEVER & FEW TIMES

\*\* STRONGLY AGREE, AGREE, & SOMETIMES

\*\*\* AGREE & STRONGLY AGREE

**GRADE 4**

**GRADE 7**

**Marion Schilling MYED Incident Data - Sept, 2016 - July, 2020**

<b>School Year</b>	<b>Incident Slips Number of Students Pop</b>	<b>Defiance - Disrespect - Disruptive- Disobedience - Harassment - Rudeness</b>	<b>Physical Aggression - Dangerous Behaviour Horseplay - Fighting - Assault - Intimidation - Throwing objects</b>	<b>Other Attendance - Dishonest - Electronic Devices - Fire Alarm - H &amp; S Language - Property - Left School -Misuse -Threat - Vandalism</b>
<b>2016-17</b>	<b>372 incidents 73 students 232 Pop 31.4 % had an incident</b>	<b>173 79 Defiance 42 Disruptive 39 Disrespect 4 Harassment 6 Rudeness 3 Disobedience</b>	<b>148 91 Physical Aggression 29 Horseplay 13 Dangerous Behaviour 6 Fighting 6 Throwing Objects 2 Assault 1 Intimidation</b>	<b>31 13 Language 4 Dishonest 4 Vandalism 3 Left School 2 Attendance 2 Electronic Devices 1 Fire Alarm 1 H &amp; S 1 Property Misuse 1 Theft</b>
<b>School Year</b>	<b>Incident Slips Number of Students Pop</b>	<b>Defiance - Disrespect - Disruptive- Disobedience - Harassment - Rudeness</b>	<b>Physical Aggression - Dangerous Behaviour Horseplay - Fighting - Assault - Intimidation - Throwing objects</b>	<b>Other Attendance - Dishonest - Electronic Devices - Fire Alarm - H &amp; S Language - Property - Left School -Misuse -Threat - Vandalism</b>



2017-18	576 incidents  93 students  276 Pop  33.7 % had an incident (+2.3% increase)	285 153 Defiance 112 Disrespect 29 Disruptive 8 Rudeness 8 Disobedience 4 Harassment	231  142 Physical Aggression 53 Dangerous Behaviour 26 Horseplay 7 Fighting 2 Assault 1 Intimidation	60  35 Language 6 Dishonest 5 Inappropriate Sex Beh 4 Left School 2 Electronic Devices 2 Weapons 2 Graffiti 1 Reckless 1 Internet 1 Smoking 1 Attendance
School Year	Incident Slips  Number of Students  Pop	Defiance - Disrespect - Disruptive- Disobedience - Harassment - Rudeness	Physical Aggression - Dangerous Behaviour Horseplay - Fighting - Assault - Intimidation - Throwing objects	Other Attendance - Dishonest - Electronic Devices - Fire Alarm - H & S Language - Property - Left School -Misuse -Threat - Vandalism
2018-19	550 incidents  78 students  292 Pop  26.7% had an incident (-7% decrease)	241  86 Defiance 105 Disrespect 34 Disruptive 3 Rudeness 9 Disobedience 4 Harassment	276  194 Physical Aggression 59 Dangerous Behaviour 16 Horseplay 7 Fighting	33  19 Language 5 Dishonest 3 Throwing Objects 2 Theft 2 Inappropriate Sex Beh 1 Left School 1 Electronic Devices 1 Internet 1 Smoking

School Year	Incident Slips  Number of Students  Pop	Defiance - Disrespect - Disruptive- Disobedience - Harassment - Rudeness	Physical Aggression - Dangerous Behaviour Horseplay - Fighting - Assault - Intimidation - Throwing objects	Other Attendance - Dishonest - Electronic Devices - Fire Alarm - H & S Language - Property - Left School -Misuse -Threat - Vandalism
2019-20	765 incidents  131 students  303 Pop  43.2% had an incident (+16.5% increase)	345  107 Defiance 105 Disrespect 122 Disruptive 5 Rudeness 4 Harassment 2 Disobedience	322  171 Physical Aggression 128 Dangerous Behaviour 13 Horseplay 7 Fighting 3 Rough-Housing	98  38 Throwing Objects 35 Language 8 Dishonest 3 Threat 3 Theft 2 Inappropriate Sex Beh 2 Left School 2 Vandalism 2 Electronic Devices 1 Lying 1 Internet 1 Intimidation
School Year	Incident Slips	Defiance - Disrespect -	Physical Aggression -	Other

	<b>Number of Students</b>  <b>Pop</b>	<b>Disruptive- Disobedience - Harassment - Rudeness</b>	<b>Dangerous Behaviour</b> <b>Horseplay - Fighting - Assault</b> <b>- Intimidation - Throwing objects</b>	<b>Attendance - Dishonest - Electronic Devices - Fire Alarm - H &amp; S</b> <b>Language - Property - Left School -Misuse -Threat - Vandalism</b>
<b>2020-21</b>				

**Marion Schilling SOCIAL EMOTIONAL ASSESSMENT - FALL, 2020**

*At Marion Schilling Elementary School we support learners as they develop their Social Emotional Well Being*

<b>QUESTION</b>	<b>Usually True/Almost Always True %</b>
Relationships with Peers - At School I have classmates and <b>friends that I get along with.</b>	<b>76%</b>
Responsible Decision Making - At School, I make <b>good decisions/choices during class time.</b>	<b>78%</b>
Responsible Decision Making - At School, I make <b>good decisions/choices during hallway and playground time.</b>	<b>75%</b>
Social Awareness - I know how to <b>act appropriately in different social situations.</b>	<b>75%</b>
Self-Awareness - I have a <b>clear understanding of my personality</b> , including strengths, weaknesses, thoughts, beliefs, motivation, and emotions.	<b>72%</b>
Self-Management - I am <b>able to keep myself organized and in control.</b>	<b>68%</b>
Self-Management - I am <b>able to make and keep to a plan.</b>	<b>66%</b>