Revised September 2025

Kay Bingham Elementary School

Annual School Learning Plan 2022-2027

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 to provide further learning for staff and students and through the Aboriginal Education Enhancement Agreement.pdf.

CONTEXT

In the 2025-2026 school year, Kay Bingham Elementary School (KBES) began with a school population of approximately 200 diverse learners in Grades K through 7. More recently, we have welcomed many new international families calling our community their 'home', making our school community more culturally diverse than ever. The school opened in 1967 and has been a pillar in elementary education since that time. Many families have had generations attending KBES, and we are proud to have this as part of our story in the Brocklehurst community.

Our school is part of the NorBrock Family of Schools and students attend here before moving on to Brocklehurst Secondary School. Our catchment area is within our neighborhood, thereby allowing our students to walk to school each day. KBES has a strong home, community, and school connection. Our Parent Advisory Committee (PAC) is a very small, active, and committed group, providing significant support and opportunities for our students and school. The PAC are also strong supporters in sponsoring field trips, supplying buses for off-site events, and providing school-wide opportunities such as a three-week Kamloops Collective music program.

Kay Bingham students are encouraged to actively participate in school and district events such as Science & Heritage Fairs, Young Artists & Authors, Battle of the Books, and numerous sports programs. Our intermediate students engage in a leadership program where they take part in initiatives that build their leadership skills. Recycling, composting, and increasing our awareness of being environmentally friendly to Mother Earth and the importance of us all taking individual steps to protect our environment is growing.

Through the generous funding of Community Links and Feeding Futures initiatives, we can provide a breakfast program, snack items for students who arrive at school hungry or do not have enough food to sustain themselves throughout the day, as well as seasonal hampers to families with barriers to food. Families who need support are also the beneficiaries of the Starfish Program, which provides food for weekends.

The level of project-based learning continues to increase and is a highly engaging and a wonderful learning environment for our students to connect their learning to their personal passions and areas of interest. As well, we continue to aspire to increase our ability to develop our knowledge and understandings of First Peoples' Principles of Learning and incorporate Indigenous worldviews and perspectives across the curriculum. We also strive to embed Indigenous content and perspectives throughout the curriculum.

We strive to have all students at KBES connect and celebrate their awareness of *belonging, being, and what they will become*. We do this by welcoming students into our school and classrooms, celebrating their unique strengths and stretches, while at the same time providing them numerous opportunities to develop their interests and passions, foundational skills, and understanding of themselves and their roles in their family, school, community and beyond.

Beginning in the fall of 2022, we began working collaboratively with students, staff, and parents to complete this plan, so all stakeholders have a voice. Through the Indigenous Education Workers (IEWs) and district staff, we also hope to strengthen connections with Indigenous families to ensure they now have input into the plan to benefit all students. Looking beyond the first year, this School Learning Plan will be examined with stakeholders at the beginning and the end of each school year to ensure we are meeting our goals and revising as necessary. Our focus will continue to be school improvement through increased student learning.

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.

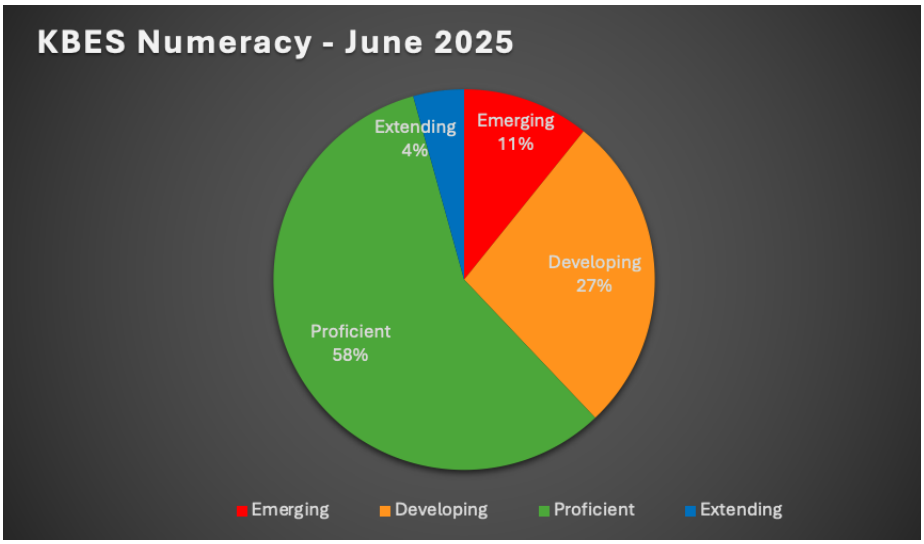
SCHOOL RESULTS ANALYSIS: Kay Bingham Elementary School will focus on utilizing results in ongoing numeracy snapshots and assessments to improve our student data. KBES data indicates that numeracy results are slightly lower than district rates with room to grow in this area. Our data appendix can be found here. Also, end of year numeracy proficiency for June 2023, 2024, and 2025, respectively, can be found in the pie charts below.

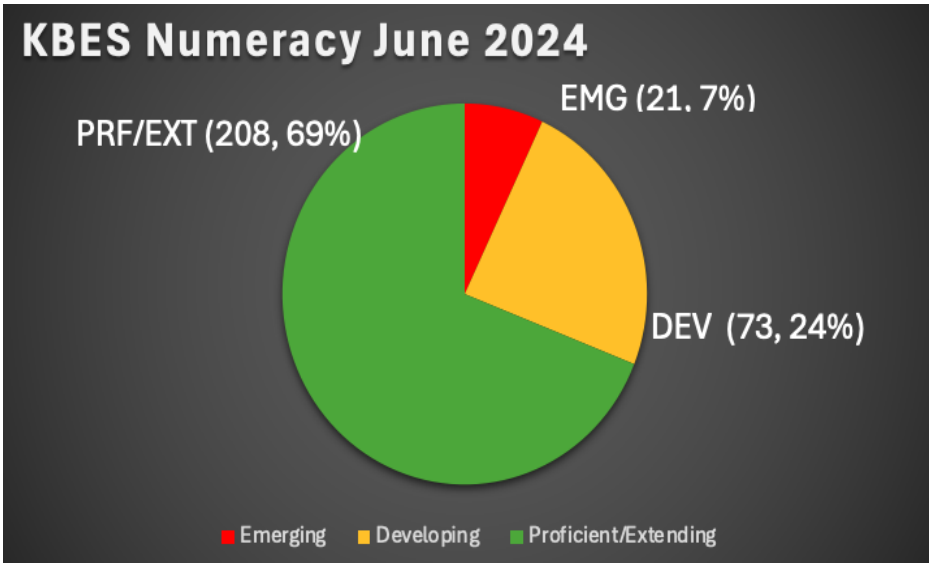
SCHOOL GOAL:
Through developing students' competencies, 75% of students will meet or exceed numeracy expectations at each grade level. Our goal is to increase numeracy proficiency by primarily focusing on number sense for all grade levels in September 2025.

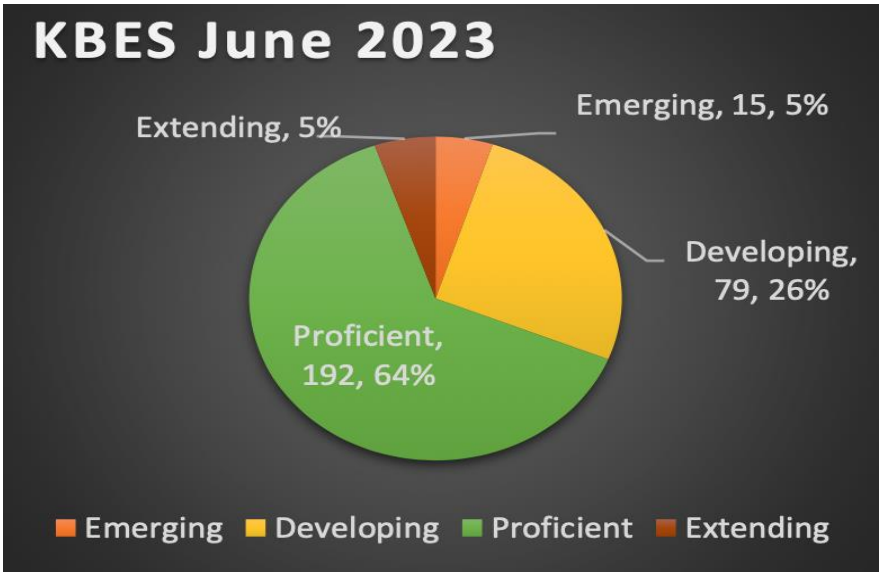
AREAS TO CELEBRATE

- Ongoing teacher efficacy to promote numeracy skills at all levels to ensure growth in all students
- In the past school year, FSA Grade 4 numeracy rates for the KBES population have increased from 57% last year to 64% this year, resulting in a 7% increase after last year's 10% increase
- From 2024-2025, KBES' diverse population went from 29% to 40% this year
- This year's Grade 7 numeracy scores for Indigenous students (40%) exceeded our school's non-Indigenous students (25%)
- Our school's Grade 7 Indigenous students ranked at 40% compared to SD73 Indigenous students at 41%

- Teachers strengthened their skills by working with numeracy coordinators at in-service days at the beginning of the school year and continued with strategies during classroom time for the rest of the year and look forward to more of this
- Increase in intermediate students' abilities to collaborate in performing group and partner work successfully, as well as greater engagement in rich, critical thinking tasks







AREAS TO GROW:

- While 62% of students achieved proficient or higher in numeracy for the final proficiency of 2024-2025, this is down slightly from 69% last year
- The 2024/25 FSA numeracy data for Grade 4s, comparing the school to the district, shows KBES Indigenous students (44%) continue to underperform compared to the whole KBES population (64%) and the district rates for Indigenous students (51%)
- The 2024/25 Grade 4 FSA numeracy data, when comparing Indigenous students to non-Indigenous students in numeracy at KBES, shows that Indigenous students (44%) score lower than non-Indigenous (71%)
- Increase KBES Grade 4 diverse students' numeracy rates (40%) to meet the numeracy proficiency of SD73 diverse students (54%). It should be noted that our diverse student population has closed the gap from previous years, although there is still progress to be made
- Increase Grade 7 FSA numeracy rates for all students (28%) to meet district levels (61%)
- Increase all grade level numeracy rates from the previous year
- Continue collaboration with the HGEC Numeracy coordinator to further develop skills, provide professional development and learning opportunities for staff
- Students are in dire need of newer chrome books (replacing those 10+ years) so they have equitable access to programs where licenses were purchased to support learning

OBJECTIVES:

- Increase diverse students' FSA scores
- Increase numeracy rates by 10% over last year's rates
- Increase all students' numeracy proficiency to exceed district numeracy rates from last year. Students currently at emerging or developing performance standards will attain a proficient ranking
- Increase Indigenous students' numeracy proficiency to exceed district numeracy rates from last year
- Each learner will demonstrate one year's growth (or greater) in each school year
- Increase intermediate students' math skills through weekly class assessments
- Using common language that students would work together to effectively achieve common goals

SCHOOL STRATEGIES:

To improve in numeracy, we will (classroom practices):

- Incorporate class discussions and group work with cognitive guided instruction (CGI) sequences
- Support primary students with conceptual understanding and spatial awareness
- Improve instruction of number sense, geometric thinking, and spatial reasoning in all classes by completing daily numeracy activities
- Purchase student licensing for Matific (an online math site that diagnoses a student's lagging key conceptual understanding)
- Focus on developing the framework to build thinking classrooms in intermediate classes
- Incorporate more vertical non-permanent surfaces around the classrooms
- Invite district numeracy team into each classroom to help facilitate ideas and training presented during Non-Instructional Days (NID), once reinstated
- Schedule in buddy math programs for students during instructional time (like buddy reading)
- Build connections with parents to promote better attendance to increase numeracy results
- Incorporate more hands-on activities including manipulatives such as Rekenreks and Cuisenaire Rods
- Review numeracy data from all assessments during staff meetings and have staff break into groups to determine next steps of areas of focus
- Have intermediate students participate in daily math talks to explain various means of thinking

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

- Ensure two NIDs are focused on numeracy and mathematics; specifically, those led by the District Numeracy team

- Participate in the primary and intermediate on-going numeracy sessions facilitated by the district numeracy team
- Share learning from the numeracy sessions with staff during staff meetings
- To improve teaching skills, allocate staff meeting time to collaborate and share resources to include professional learning
- Complete chapter study on components from *Figuring Out Fluency in Math* (Bay-Williams & San Giovanni) during Pod Ponderings

To improve in grade-to-grade transitions, we will…

- Develop essential learning standards for each grade level during staff meetings
- Review grade to grade transition results
- List key strategies to improve on these results
- Track diverse learners closely and connect in small numeracy groups with a caring adult
- Host a numeracy afternoon for families

To improve Indigenous student learning, we will…

- Review the strategies in the Local Education Agreements and Indigenous Education Enhancement Agreement and include those strategies that staff agree will have the most impact
- Invite elders and knowledge keepers from the Tk'emlúps te Secwépemc band to explain cultural practices and learning with our students
- Consistent IEW check-ins with Indigenous students

To improve in learning, we are ensuring that our resources meet our students' needs. We will…

- Provide students with the capability to practice numeracy skills online through Matific online platform; assigned and monitored by the teacher
- Provide more vertical learning surfaces for students to practice numeracy and collaboration skills
- Provide ongoing support to teachers through district opportunities via Numeracy Leads and the Curriculum and Instruction Department
- Source out field trips that may further develop and build on learning in the classrooms
- Provide financial literacy learning components at various grade levels
- Utilize the number sense and taking shape kits to share in primary classes
- Ensure teachers have resources to develop thinking classrooms
- Dedicate specific Learning Assistance Resource Teacher time to math interventions
- Replace old Chromebooks to support learning platforms purchased

Evidence and Next Steps

This goal is in progress to meet the growing needs of our learners. After examining the most recent data of students' performance in numeracy related skills on various assessments, it is time to bring our new goal to fruition and to raise our numeracy levels. As a staff, we will focus on number sense and incorporating small learning groups to engage student learning.

This information will be shared with our parent community through both PAC meetings and general information sessions where parents are invited to attend and join in the collaborative process of working together on our School Learning Plan. Also, it will be reviewed in the fall of each year with school staff to meet the outcomes for this goal area. During staff meetings, numeracy data collected from assessment results of each reporting period will be brought to the table to ensure students are increasing their numeracy skill level to ensure we are moving towards the goal of 75% of students meeting or exceeding numeracy expectations at each grade level.

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:

Kay Bingham Elementary School will focus on utilizing results in the School Learning Survey and a school-based assessment to improve our student data. KBES student data responses are higher than the district average in feeling welcome. Our data appendix can be found here.

SCHOOL GOAL:

Through developing students' SEL skills and character virtues, all students will be able to communicate effectively with peers in social settings in a positive way to improve the overall well-being and belonging. Our goal is to increase positive response rates (Student Learning Survey-SLS) each year.

AREAS TO CELEBRATE:

- Diverse students at KBES feel welcome 86% of the time, compared to KBES non-diverse (71%) and compared to the whole school population (73%) from the SLS and compared to the district rates (64%) and provincial rates (65%) for the same group
- The 2023-2024 data of the Student Learning Survey indicates that students at KBES feel welcome 4% more than the district average (69%)
- Indigenous students at KBES (73%) feel equally welcome compared to non-Indigenous (73%) students at our school

- Student rates for feeling welcome (73%) from the SLS are higher to both the district and provincial rates
- Parent survey results from June 2025 continue in a positive trend. Results indicate that 94% of respondents (33 of 170 families) believe that their child(ren) felt welcome while attending KBES
- The school-based wellness survey given in June 2025 to track student data shows that in 2024-25, students feel welcomed and accepted by other students 59% of the time compared to feeling welcomed and accepted by adults in the school 79% of the time

AREAS TO GROW:

- Spend more time focusing on teaching students how to be more inclusive and welcoming with their classmates to increase all students' rates for feeling welcome
- Finding time to incorporate SEL without taking time away from academic learning time
- Facilitate more common language that is utilized across all grade levels to create a culture that ensure belonging; ask PBIS committee members to determine areas of focus

SCHOOL STRATEGIES:

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

- Provide a good morning welcome to all students upon entering the classroom
- Ensure teachers and CEAs are present at their classroom doors every morning
- Provide daily check-in for those students who are struggling with social/emotional/behaviour challenges by the adult who connects best with that student
- Have multiple adults build relationships with each student
- Continue to develop the leadership skills of our older students
- Continue with a PBIS school committee to work on common language, review the behaviour matrix, and school-wide practices
- Define exactly what encompasses *well-being* including emotions management, exercise, nutrition, and sleep
- Provide strategies for parents to support successful school attendance tips sent home in the monthly newsletters
- Based on behaviour data, determine if students are able to independently use tools and strategies taught through WITS and ROCKS protocols, as they get older
- Have IEWs provide schedules to consistently connect with every classroom
- Include *The Seven Grandfather Teachings* to develop character and valued-based education

- Provide information to parents of what missing school looks like over a student's school career. This will be all fact-based information
- Find ways to make positive changes in student behaviour within the ROCKS Reflection Room
- Play quiet meditative music in the ROCKS Reflection Room to help students find a place of calm and tranquility while reflecting on their actions
- Through examination of compiled behaviour data, class surveys, and personal conversations, and through scaffolding learning standards, it is expected that as students mature, they will need less guidance to follow expectations
- Examine if there is a correlation between well-being scores and attendance levels
- Continue with monthly assemblies while offering sustained, engaging activities throughout the month, ensuring that virtues are not just discussed, but actively lived by our students and staff. The PBIS Committee will follow a similar structure to the sample provided here. (Kindness- PBIS Feb. 2025)
- Assign CEAs and supervisors to strategic locations on the playground to mitigate student escalations

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

- Encourage teachers to set instructional practice goals around well-being, specifically in line with feeling welcome
- PBIS school committee to work on common language and school-wide practices
- Focus on greater understanding of medicine wheel teachings so staff can share with students

To improve in grade-to-grade transitions, we will…

- Work together with similar grade classrooms
- Build relationship for our students with teachers who they may get the following year
- Understand that student behaviours are a means of communication
- Use common language among grade levels
- Have staff build connections with students among all grade levels to ensure everyone's safety and well-being

To improve Indigenous student learning, we will…

- Implement social groups
- Connect students with medicine wheel teachings and Grandfather Teachings
- Ensure Indigenous Education Workers (IEWs) and staff members are connecting and fostering relationships with Indigenous students
- Have IEWs provide consistent scheduling to connect with every classroom and with Indigenous students within those classrooms

- Utilize district staff more often to support Indigenous students and community connections

To improve well-being, we are allocating our financial resources towards…

- Purchasing PBIS materials to support this goal
- Purchasing items that support social responsibility
- Connecting leadership students with activities around the school
- Food for Social Groups gatherings

Evidence and Next Steps

To date, our in-school data has shown that we are making headway and building positive relationships with students, particularly those most vulnerable. Also, students feel connected and welcomed more often with the adults in the building. Data collected includes checking the ROCKS room behaviour log and behaviour slips; as well as data entered in MyEd, Google Forms, and spreadsheets.

Students have learned about numerous character traits that build on their own social-emotional learning and that they are better able to show compassion, kindness, and acceptance for all. We will continue to incorporate *The Grandfather Teachings* into PBIS monthly assemblies.

Throughout this process, we will continue to engage with parents either through surveys or PAC meetings, to further understand the parent perspective and how to make students continue to feel more welcome at Kay Bingham.

This information will be reviewed in Fall 2025/Winter 2026 with school staff, parents, and the community to meet the outcomes for this goal area.

STREET DATA STRATEGY

Provide your current equity-centred inquiry question:

- How can we create spaces of safety through culture and belonging for our non-attending students?

Identify which cohort of learners (at the margins) the staff is prioritizing:

- Non-attending students across Grades K-7

State one or two actions taken by staff to understand these learners' school experience:

- Conducted surveys with families

- Initiated conversations to collect street data with students who attend school late each day

Share how you have used, or plan to use, this information to create positive change:

- Gained greater understanding of students' home stories to determine if there is more support we can offer students and families, particularly those most vulnerable. For example, we were able to identify students who were coming to school hungry and were able to provide them with some breakfast
- Connected and built relationships with those students who tend to be away from school the most and may not have the established relationships with adults due to non-attendance

CULTURAL & IDENTITY GOAL

CULTURAL & IDENTITY DEVELOPMENT

To develop a sense of identity in individuals and cultural safety and humility in communities.

DISTRICT GOAL: Every learner will feel safe and thrive personally and culturally.

DISTRICT OUTCOME: Learners will have educational experiences that are free of racism, discrimination, sexism, harassment, and homophobia.

DISTRICT OBJECTIVE: Establish a baseline of awareness with students, staff, and parents about cultural safety and humility.

SCHOOL STRATEGIES:
At KBES, we will:

- Promote inclusivity and kindness in all our interactions
- Have IEWs play a role in every classroom, promoting Indigenous content and learning for all students
- Ensure ELL students and families feel welcome and comfortable in our school community

Evidence and Next Steps
Cultural safety is an area of growth for all of us. At KBES, we will endeavor to include more cultural learning and aspects of our local Indigenous band, to grow in our understanding of Indigenous ways of learning, thinking, and growing. We will continue to embed Indigenous content and teachings within each classroom.

This information will be reviewed in Fall 2025/Winter 2026 with school staff, parents, and the community to meet the outcomes for this goal area. Each month there will be time allotted at staff meetings to ensure we are continually working towards meeting our goals in all areas of school improvement.