

Revised June 2026



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/Canton 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](#).

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 2026.

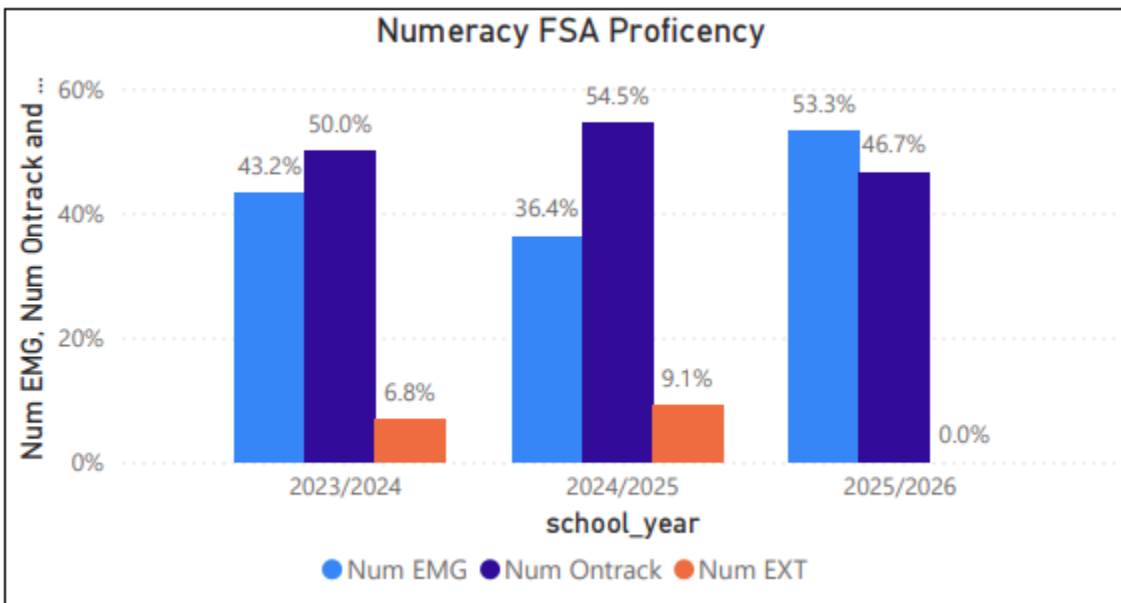
AREAS TO CELEBRATE

- Ongoing teacher efficacy to promote numeracy skills at all levels to ensure growth in all students
- In the past school year, FSA Grade 7 numeracy rates for the KBES population have increased from 28% last year to 47% this year
- From 2025-2026, KBES' diverse population continued to improve
- Strong Growth for Grade 7 Indigenous Students: The "Indigenous Ever" student population saw a highly encouraging upward trend, rising from approximately 40% meeting or exceeding expectations in 2024/2025 to around 60% in 2025/2026, narrowing the achievement gap.
- Teachers strengthened their skills by collaborating with each other at staff meetings and continued with strategies during classroom time.

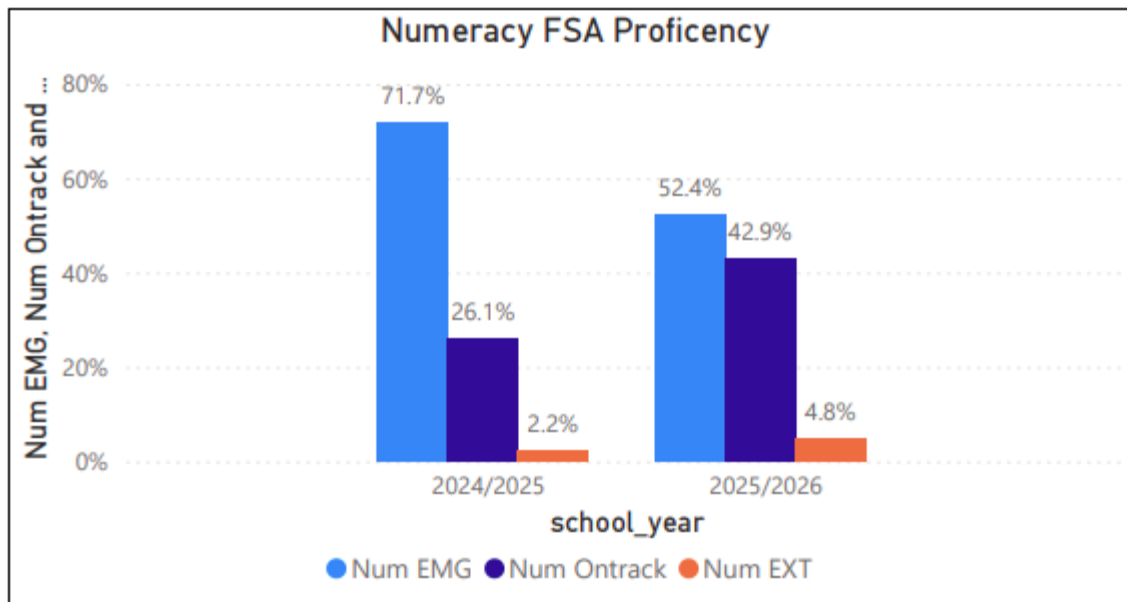
- Increase in intermediate students' abilities to collaborate in performing group and partner work successfully, as well as greater engagement in rich, critical thinking tasks

DATA

FSA Numeracy – Grade 4



FSA Numeracy – Grade 7



AREAS TO GROW:

- Using the District Numeracy assessment, over the past five-year period, most students have consistently performed in the Proficient (PRF) and Extending (EXT) categories, indicating many are meeting or exceeding expectations. However, when combined, PRF + EXT shows a gradual decline in recent years.
- The 2025/2026 FSA numeracy data for Grade 4 shows a noticeable drop in proficiency to 47% from 56% in 2024-2025.
- The 2025/2026 school year shows a widening gap for Grade 4 Indigenous learners (dropping to around 40%).
- 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 all grade level numeracy rates from the previous year
- The FSA numeracy data for diverse learners ("Ever special need") is missing for this school year, underscoring the importance of ensuring complete data collection to properly support these students moving forward.

OBJECTIVES:

- Increase diverse students' FSA scores
- Increase numeracy rates 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
- 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):

- Strengthen Tier 1 instruction through consistent use of rich tasks and mathematical discourse.
- Analyze strand-level gaps (number sense, operations, problem solving) to identify where students are shifting out of PRF/EXT. Strengthen early numeracy practices through number talks, mental math, and problem-solving opportunities.

- Provide targeted intervention for students in Emerging and Developing categories.
- Continue using formative assessment data to monitor progress and guide instruction.
- Incorporate class discussions and group work with cognitive guided instruction (CGI) sequences
- Collaborate as grade groups to investigate the school level resources that are being used and share successes with each other. Classroom visits to see the strategies 'in action'. Learn from each other.
- Invite a math 'pro' to visit a staff meeting and share some fresh ideas for struggling learners.
- 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. Teachers would like instruction in the use of these.
- Review numeracy data from all assessments during staff meetings and have staff break into groups to determine next steps of areas of focus.
- Have all students participate in daily math talks to explain various means of thinking

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

- Participate in the primary and intermediate on-going numeracy sessions and investigate what the district team has to offer if offered again
- 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

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
- 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
- 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
- Continue to 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 evident we still have work to do. The data indicates a recent shift away from higher achievement levels toward an increased need for foundational skill development. 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.

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:

- The 2024-2025 data of the Student Learning Survey indicates that 68% of students feel they have adults who care about them. The district level is 67% and the provincial level is 64%.
- Diverse students at KBES continue to feel more welcome compared to KBES non-diverse.

- Indigenous students at KBES feel equally welcome compared to non-Indigenous students at our school

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.
- Working to ensure our classrooms are safe learning spaces and children feel supported
- 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.
- Find ways to instill in students the importance of regular attendance.

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
- Doorway Greeting - 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
- The "2x10" Strategy: Identify students who seem disconnected. Have a designated teacher or staff member spend 2 minutes a day for 10 consecutive days talking to them about anything *except* schoolwork.
- Restorative Language for Mistakes: Frame academic and behavioral mistakes as learning opportunities. When conflict arises, shift from *punitive* questions ("Why did you do that?") to *restorative* questions ("What happened, and how can we make it right?").
- 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

- Celebrate the positive things that are happening in the building on a regular basis through announcements, weekly draws and newsletter contributions.
- Play quiet meditative music in the ROCKS Reflection Room to help students find a place of calm and tranquility while reflecting on their actions
- Design a Flex room that allows space for students to connect and regulate their emotions
- 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
- Spend time on explicitly teaching expected behaviours
- 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

This is an ongoing goal. 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.

STREET DATA STRATEGY

Provide your current equity-centered inquiry question:

- Continue to 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.

