

Revised September 2023



*Kay Bingham Elementary School*  
**Annual School Learning Plan**  
**2022-2027**

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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 to provide further learning for staff and students and through the Aboriginal Education Enhancement Agreement [attached here](#).

# CONTEXT

Kay Bingham Elementary School (KBES) currently has a population of approximately 310 diverse learners in Grades K through 6. It was 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 Middle School, which in September 2024 will revert back 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 small, yet amazingly active and committed group, providing numerous supports and opportunities for our students and school. The PAC are also strong supporters in sponsoring field trips, supplying buses for off-site events, and purchasing tables for our playground.

Kay Bingham students are encouraged to actively participate in school and district events such as Science & Heritage Fairs, Young Artists & Authors, and 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 through Community Links, we are also able to provide snack items for those students who arrive at school hungry or do not quite have enough food to sustain themselves throughout the day. Some of our struggling families 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 Aboriginal 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 will work collaboratively with students, staff, and parents to complete this plan, so all stakeholders have a voice. Both the parent community and staff will have opportunities for input and collaboration. Through the AEW and district staff, we also hope to connect specifically with Aboriginal families to ensure they now have input into the plan and that we value all contributions to meet the needs of our learners. 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. 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.

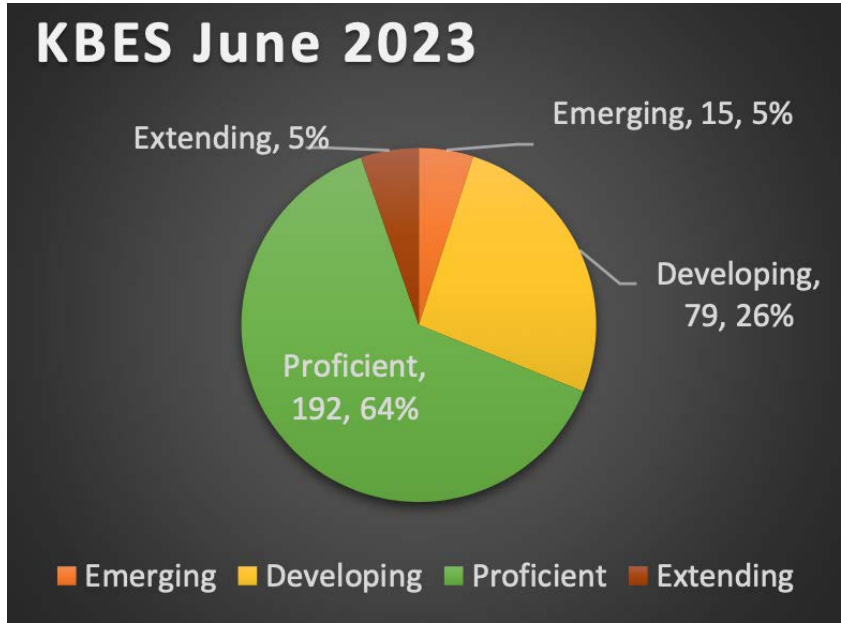
**SCHOOL RESULTS ANALYSIS:** Kay Bingham Elementary School will focus on utilizing results in ongoing numeracy snapshots and assessments to improve our student data. KBES data indicates that numeracy results are slightly lower than district rates with room to grow in this area. Our data appendix can be found [here](#). Also, June 2023 end of year numeracy proficiency can be found by [grade level](#).

## 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 at every grade level.

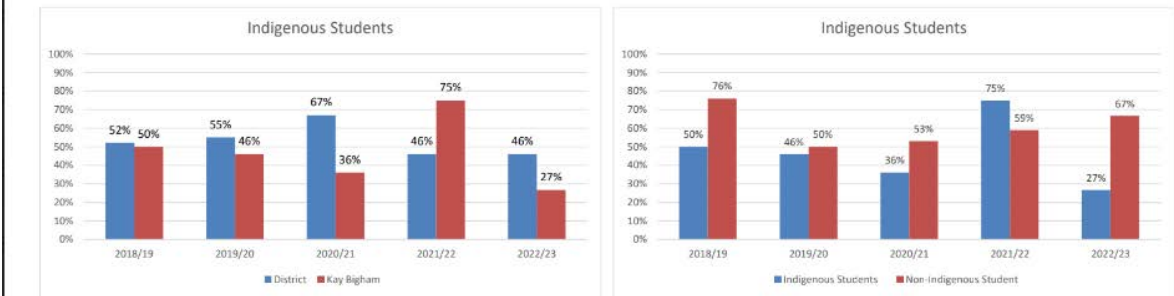
## AREAS TO CELEBRATE

- Ongoing teacher efficacy to promote numeracy skills at all levels to ensure growth in all students.
- 69% of students achieved proficient or higher in numeracy for the final reporting period of 2022-2023.



**AREAS TO GROW:**

- The 2022/23 FSA numeracy data for Grade 4s, comparing the district to the school, shows KBES Indigenous students (27%) underperform the district rates (46%).
- The 2022/23 FSA numeracy data, when comparing Indigenous students to non-Indigenous students in the area of numeracy at KBES, shows that Indigenous students (27%) score lower than non-Indigenous (67%).
- Increase diverse students’ numeracy rates to meet or exceed numeracy of non-diverse students



- Increase all students’ numeracy rates to meet/exceed district numeracy rates from last year
- Increase all grade level numeracy rates from the previous year.

**OBJECTIVES:**

- Increase diverse students’ FSA scores.
- Increase numeracy rates by 10% over last year’s rates

- Increase all students' numeracy proficiency at every grade level to meet or exceed district numeracy rates from last year. Students currently at emerging or developing performance standards will attain a proficiency level.
- Increase Indigenous students' numeracy proficiency at every grade level to meet or exceed district numeracy rates from last year
- Each learner will demonstrate one year's growth (or greater) in each school year.

### **SCHOOL STRATEGIES:**

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

- Incorporate class discussions and group work with cognition guided instruction (CGI) sequences
- Support primary students with conceptual understanding and spatial awareness
- Improve instruction of number sense, geometric thinking, and spatial reasoning in primary 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
- Invite district numeracy team into classrooms to help facilitate ideas and training presented during Non-Instructional Days (NID)

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
- Have district numeracy team support strategies in counting on and counting back practices during the afternoon of September's NID
- Invite district numeracy team and curriculum and instruction team members to support CGI in classroom
- Participate in the December 4th, 2023 NID on numeracy led by the district numeracy team with guest speaker Carole Fullerton
- 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 resources to include professional learning materials to support instructional strategies and release time for professional learning
- Begin a book study on *Figuring Out Fluency in Math* (Bay-Williams & SanGiovanni)
- Participate in Grade 1 teacher training by Alex Lawson titled *What to Look For*

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 to two or more adults who care (see well-being data)
- Host a numeracy evening for families

To improve Aboriginal student learning, we will...

- Review the strategies in the Local Education Agreements and Aboriginal 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.

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 Mathletics or Matific online platforms
- Provide more vertical learning services for students to practice numeracy skills on
- 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
- Receive a number sense and taking shape kit to share in our primary classes
- Ensure teachers have resources to develop thinking classrooms
- Dedicate specific Learning Assistance/Resource Teacher time to math interventions

### **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.

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. As well, it will be reviewed in the fall of 2023 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, DWERS, 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' competencies, all students will meet or exceed expectations at each grade level around well-being and belonging. Our goal is to increase every grade level (in DWERS and SLS) from 2022-2023 levels.

## AREAS TO CELEBRATE:

- Parent survey results from June 2023 indicate that 92% of families (25 of approximately 215 families) believe that their child(ren) feel welcomed while attending KBES. Teachers designed a school based wellness survey to track student well being and to further triangulate data in this area
- The School Learning Survey indicates that students feel welcome 3% more than the district average (68%).
- Indigenous students at KBES (78%) feel more welcome than non-Indigenous (68%) students at our school.

## **AREAS TO GROW:**

- Increase diverse students' rates for feeling welcome. The 2021/22 data shows that diverse students are at 33%, while non-diverse at 68%.
- Increase our students who feel welcome (33%) compared to the district (59%).
- Increase all students' rates for feeling welcome.

## **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 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
- Build relationships with each student by multiple adults in the building
- Continue to develop the leadership skills of our older students to empower them to lead their learning to other students within the school and in the community
- Continue with a PBIS school committee to work on common language and school-wide practices
- Define exactly what encompasses *well-being* including emotions management, exercise, nutrition, and sleep
- Provide strategies for parents to support the idea of well-being and belonging through a *Well-Being Tip of the Month* sent home in the monthly newsletters
- Have AEWs provide schedules to consistently connect with every classroom
- Include *The Seven Grandfather Teachings* to develop character and valued based education

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

- Encourage teachers to set instructional practice goals around well-being, specifically in line with feeling welcome.
- Develop a 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

To improve Aboriginal student learning, we will...

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

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

### **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. 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. This year, the Grandfather Teachings are being incorporated 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 feel more welcome at Kay Bingham.

This information will be reviewed in Fall 2023/Winter 2024 with school staff, parents, and the community to meet the outcomes for this goal area.

# 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:

- Review the cultural safety guide at a fall staff meeting
- Promote inclusivity and kindness in all our interactions
- Have AEWs play a role in every classroom, promoting Aboriginal 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 Aboriginal band, to grow in our understanding of Aboriginal ways of learning, thinking, and growing. We will continue to embed Aboriginal content and teachings within each classroom.

This information will be reviewed in Fall 2023/Winter 2024 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 for school improvement.