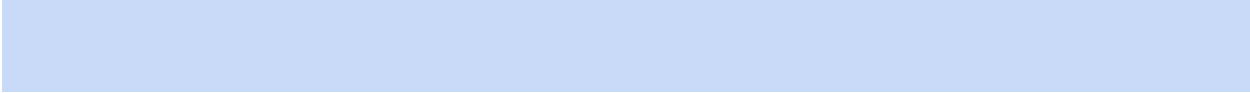




Kay Bingham Elementary School

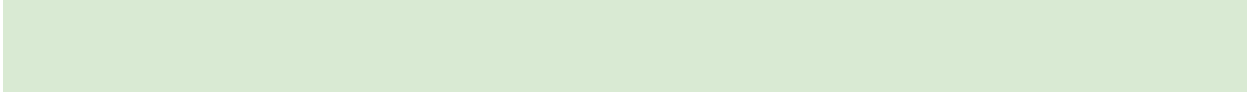




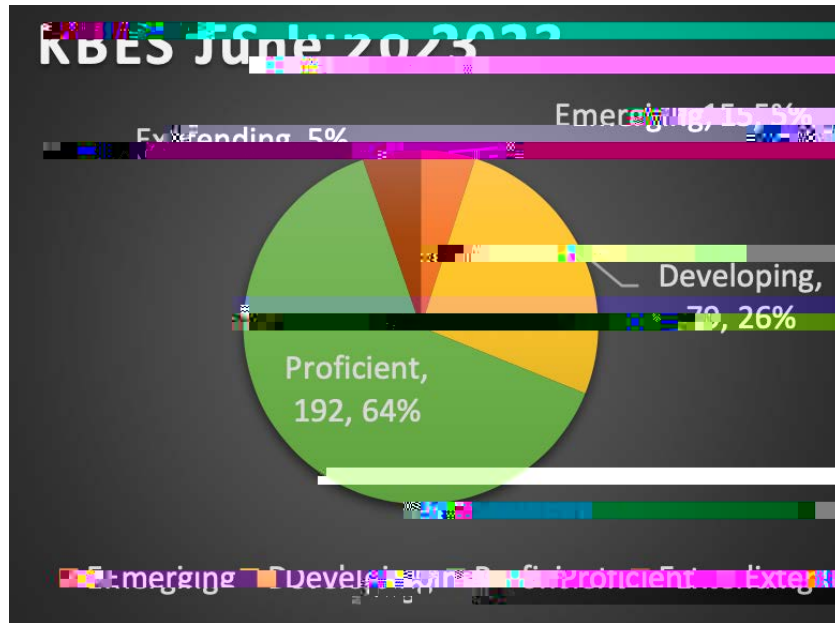
Kay Bingham Elementary School (KBES) currently has a population of approximately 310 diverse learners in Grades K through 6. It was opened in 1967 and has been a pillar in elementary education since that time. Many families have had generations attending KBES, and we are proud to have this as part of 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 care of our planet.



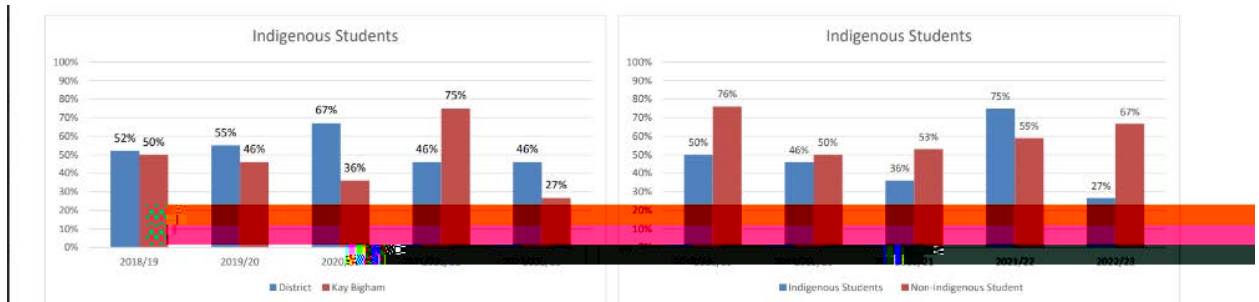
To develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a



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.

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.

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 _____ (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 _____ (Bay-Williams & SanGiovanni)

Participate in Grade 1 teacher training by Alex Lawson titled _____

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

Develop essential learning standards for each grade level during staff meetings

numeracy skill level to ensure we are moving towards the goal of 75% of students meeting or exceeding numeracy expectations at each grade level.

Feeling Welcome/Safe/Sense of Belonging/Two or More Adults Who Care

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.

Every learner will feel welcome, safe, and connected to their environments (district-school-classroom).

Students will feel welcome, safe, and connected to their school.

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](#).

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.

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.

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.

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 use of morning check-in

Provide social-emotional

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door

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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

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.

