

Burnaby School District – School Plan

Our Story: Gilmore Community School 2025-2026

Who we are?

At Gilmore, we are a community school that focuses on building a thriving community. We partner with the City of Burnaby and other community agencies to meet the needs of our neighbourhood and school. There are nine elements that community schools focus on and, thus, you will find that we are a welcoming environment that has a lot of parent participation and a very active Community Council.

Our student body is just under 500 students and a staff of about 50. We have many different home languages; the predominant languages are English, Persian, Cantonese/Mandarin, Spanish, Korean and Vietnamese. We also support students with diverse needs and abilities at Gilmore. The Community School office runs about 60 school programs throughout the school year ranging from Fun Club, Homework and Dinner Club, Art programming, Drama/Musical programs, Sports programming, and we have Settlement Workers in Schools who oversee the Friends of Simon tutoring program 2 days a week.

What are we doing well?

At Gilmore, we are available to connect with and support families. Aside from the Community School office, our school counsellor outreaches to families and our SWIS workers also support a variety of new Canadians at our school. Our teaching staff often stay at Gilmore for many years, so they are well connected with parents/families and have taught many siblings.

Gilmore has invested in technology, and we have a variety of robotics that teachers can use to target different age groups and we have our Librarian and Alpha students who support these technology lessons.

Our primary classrooms are committed to developing student literacy and collaborate to support all students in this area. Our intermediate classrooms take advantage of teachers' strengths and will collaborate on several school-wide events like Science and Business fairs, so students have the same opportunities at their grade levels.

With the help of our Community Council, students get a vast variety of field experiences like skiing, canoeing, swim lessons, camps, Grouse Mountain and visiting the Seymour hatchery. One of our primary classrooms makes monthly visits to Seton Villa Retirement Center and students have an opportunity to engage and learn from elders.

We also have a group of teachers who support a Leadership group. They do many events to support our community like the Jingle Bell walk and raising money for different organizations.

How do we know?

When looking at areas to focus on for our 2025-2026 School Growth Plan goal, the staff looked at report card data, FSA data, student learning surveys, vulnerability indexes, school-wide reading assessments, and qualitative data from their own observations, conversations, and classroom experiences. An academic area that Gilmore staff wants to continue to target is **numeracy**. This also aligns with the Burnaby School District's [Enhancing Student Learning Report](#) and their

Educational Outcome 2:

Students will meet or exceed numeracy expectations for each grade level.

Measure 2.1 - Current year and 3-year trend for the number and percentage of students in Grades 4 and 7 on-track or extending numeracy expectations as specified in provincial assessments.

For the 2025-2026 school year, staff want to focus on students' **computational fluency and flexibility with numbers**. While we are still looking for school-wide mathematics assessment tools for all grade levels, we did look at the 2024-2025 FSA data (Grades 4 & 7) to support our belief to pursue a numeracy goal. Of the grade 4 students who wrote, 28% were emerging, 61% on track, and 11% extending; Of grade 7 students who wrote the FSA, 18% were emerging, 71% on track, and 12% extending. We will be able to compile our report card data in the Fall of 2025 for further data for this goal. While some students may have rote memorization skills, and or know how to do traditional algorithm mathematics, it is the task of applying this knowledge to word-based problems and being flexible in manipulating these numbers that we want to develop in our students.

Our focus:

Our staff discussed that the focus should be on the **Number** strand of mathematics. There will be a focus on the development of **number** and **computational fluency** and the multiple ways of doing computations. Each grade level, will focus on the foundational concepts/skills connected to the development of number sense within the scope and sequence of their grade levels' [Content](#) portion of the math curriculum. We also believe that the curricular competency **Reasoning and Analyzing** should be a primary focus during instructional strategies and professional growth for our staff.

STRATEGIES: (to support Focus)

The possible strategies we are discussing for the 2025-2026 school year are:

- Get base-line data on how our students are doing in the Fall of 2025 using Level A assessments (possible assessments could include: Leaps and Bounds, Chilliwack's SNAP assessments, Island Numeracy Assessment, SD 38's Math foundations tasks, etc.)
- Possibly use Richmond's Indicators of Proficiency document to streamline and inform classroom instruction and assessment
- Form a group of staff who are interested in incorporating High Yield Routines in everyday math instruction (e.g.: today's number, mystery number, alike and different, number lines, guess my rule, etc.) to emphasize flexibility in numbers and solutions
- Use Professional Development Days and Lunch and Learns to promote staff learning and collaboration around mathematics instruction and assessment
- Promote participation in the FSA assessment at Grades 4 & 7 to give us a better understanding of where our learners are in standardized assessments and our progress in our goal
- Use triangulation of data to assess student's individual numeracy progress (observation, conversation, and products)
- Target students with LSS instruction based on Fall data
- Monitor progress throughout school year (February) to see if we need to target individual students with Tier 2 LSS support
- Look at classroom resources (whiteboards, manipulatives and instructional materials) for teachers to use that will develop concrete exploration of math concepts and active hands-on participation by all students
- Create a staff committee who can investigate resources, assessments to support our learning and execution of this School Growth Plan goal
- Compile school-wide assessment results in April to inform School Growth Plan goal for the following year