

Burnaby School District – School Plan

Our Story: Gilmore Community School 2026-2027

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 2026-2027 School Growth Plan goal, the staff looked at report card data, FSA data, student learning surveys, and results from school-wide math computational 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 2026-2027 school year, staff want to focus on students' **computational fluency and flexibility with numbers**. Our staff, in grade groups, will design their own formative assessment tools to give students three times a year. Our 2024-2025 FSA data (Grades 4 & 7) showed, that of those grade 4 students who participated (60%), 28% were emerging, 61% on track, and 11% extending; Of grade 7 students who wrote the FSA (60%), 18% were emerging, 71% on track, and 12% extending.

Our focus:

By June 2027, targeted students in grades 3-7 will demonstrate improved **computational fluency** (accuracy, efficiency, and flexibility in number operations), with an increase in the number of students meeting expectations, as measured through collaboratively developed and adapted grade-group assessments

Grades 3-7 teachers will adapt the current assessment tools for the 2026–2027 school year to better measure and support the development of computational fluency. Our Team will strive for consistency across classrooms.

- Each grade group will implement:
 - Common formative assessments (at least 3 times per year)
 - Agreed-upon criteria for proficiency
- Use shared rubrics or proficiency scales to ensure clarity and consistency
- Create a common band of time (20-30 mins) for Tier 2 & 3 supports across grade 3-7 timetables from 2-4 times a week

Gilmore will advocate for District support from the new District Numeracy teachers to identify best practices for small group and individual targeted intervention, and recommendations for formative assessments to best identify progress of students over time.

STRATEGIES: (to support Focus)

The possible strategies we are discussing for the 2026-2027 school year are:

- Previous year teachers have identified students at each grade level who may need Tier 2 or Tier 3 level interventions in numeracy
- Current year teachers will do a formative numeracy assessment in early October to confirm students who need intervention
- Our School Based Team (comprised of LSS, ELL, counsellor, Principal) will create student groups to target with Tier 2 or Tier 3 levelled interventions
- Teachers will have a common band of time for small group numeracy intervention above and beyond the regular numeracy instruction in the classroom (20-30 mins per day)
- Students who are developing English language proficiency will receive intervention from our ELL teachers by incorporating academic numeracy vocabulary in lessons
- Students will be divided into small groups of developmentally similar numeracy skill levels and provided with 2-4 small group sessions a week
- Grade teams, LSS team and Principal will meet regularly (e.g., every term) to:
 - Discuss and/or analyze student results
 - Identify trends and gaps (e.g., fact fluency, multi-step computation)
 - Adjust instruction and interventions accordingly
- Compile school-wide assessment results in April to inform School Growth Plan goal for the following year

Success Indicators:

- Increased percentage of students meeting expectations in adapted grade-level assessments
- Improved student ability to:
 - Select efficient strategies
 - Explain their thinking
- Greater consistency across classrooms in:
 - Assessment practices
 - Interpretation of proficiency